

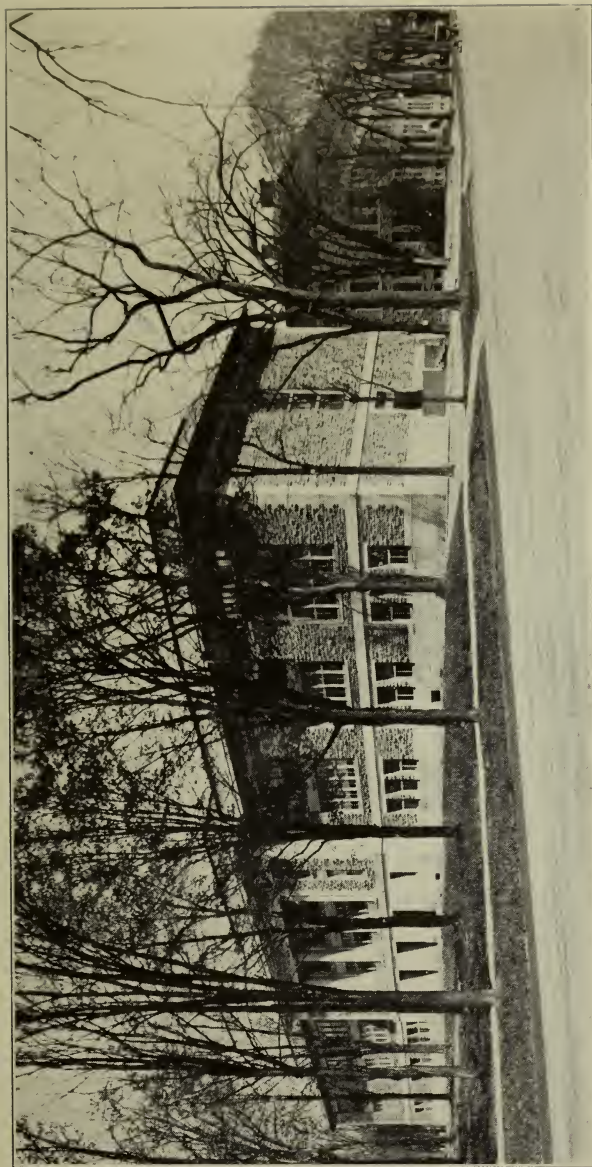
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1922/23

State Normal and Training School

Potsdam, New York

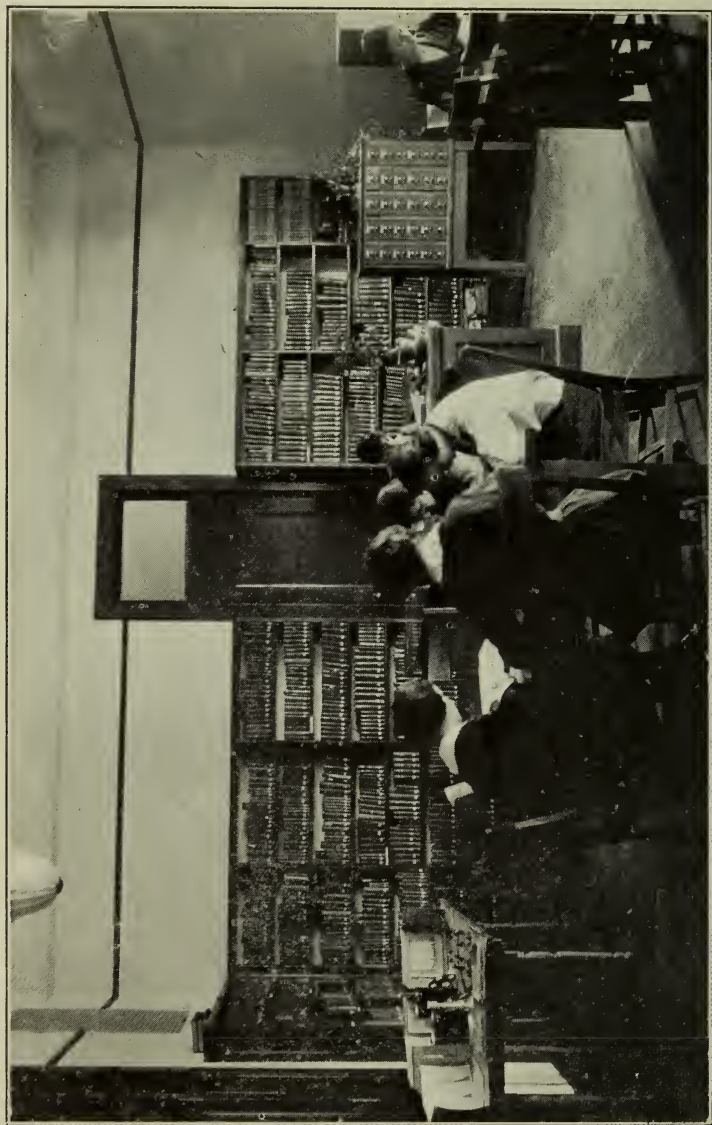
Elementary Teachers Course
Kindergarten Primary Course
Special Music Course

CATALOGUE 1923-1924



POTSDAM STATE NORMAL SCHOOL

The auditorium is contained in a wing which connects the new building and the older part seen in the rear.



A CORNER OF THE LIBRARY

*State Normal
and Training
School*

Potsdam, New York

*Elementary Teachers Course
Kindergarten Primary Course
Special Music Course*

CATALOGUE 1923 - 1924

SCHOOL CALENDAR**1923 - 1924**

Tuesday,	Sept. 11	Registration in Normal Department.
Wednesday,	Sept. 12	Class work begins, 8:30 A. M.
Friday,	Oct. 12	Columbus Day.
	Nov. 5 - 9	Mid-term examinations.
Friday,	Nov. 16	First quarter ends.
Monday,	Nov. 19	Second quarter begins.
Tuesday,	Nov. 27	Thanksgiving vacation begins, 4:00 P. M.
Monday,	Dec. 3	Class work resumed, 8:30 A. M.
Wednesday,	Dec. 19	Christmas vacation begins, 4:00 P. M.
Thursday,	Jan. 3	Class work resumed, 8:30 A. M.
	Jan. 21 - 25	Examinations in Normal and Practice School
Friday,	Feb. 1	Fall term closes.
Monday,	Feb. 4	Spring term begins.
	Mar. 25 - 28	Mid-term examinations.
Friday,	April 10	Third quarter ends.
Monday,	April 13	Fourth quarter begins.
Thursday,	April 17	Easter vacation begins, 4:00 P. M.
Monday,	April 28	Work assumed, 8:30 A. M.
Thursday,	May 29	Senior Day.
Friday,	May 30	Memorial Day.
	June 2 - 6	Examinations in Normal and Practice School
	June 13 - 18	Commencement Week

THE UNIVERSITY OF THE STATE OF NEW YORK

REGENTS OF THE UNIVERSITY AND YEARS WHEN TERMS EXPIRE

1926	Pliny T. Sexton, LL. B., LL. D., Chancellor Emeritus,	Palmyra
1934	Chester S. Lord, M.A., LL. D. Chancellor	Brooklyn
1924	Adelbert Moot LL. D. Vice Chancellor	Buffalo
1927	Albert Vander Veer M.D., M.A., Ph.D., LL. D.	Albany
1925	Charles B. Alexander M.A., LL. B., LL. D., Litt. D.	Tuxedo
1928	Walter Guest Kellogg, B.A., LL. D.	Ogdensburg
1932	James Byrne, B.A., LL. B., LL. D.	New York
1929	Herbert L. Bridgeman, M.A., LL. D.	Brooklyn
1931	Thomas J. Mangnan, M.A.	Binghamton
1933	William J. Wallin, M.A.	Yonkers
1923	William Bondy, M.A., LL. B., Ph.D.	New York
1930	William P. Baker, B.L., Litt. D.	Syracuse

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Syracuse, B.A.; Harvard, M.A.

NORMAL DEPARTMENT

Anna P. Draime Dean of women; English
Syracuse, Ph.B.

O. H. Voelker Superintendent of Training School
Olivet College A. B.
Columbia University, A.M. Graduate work Columbia
Summer School (four sessions).

Edward W. Flaggs Education, English
Graduate Westfield State Normal School; Yale, B.A.;
Yale M.A.

Julia E. Crane Supervisor of Music
Graduate Potsdam Normal School; Summer Schools;
Private teachers in New York and London.

Wilhelmina Caldwell Director of Kindergarten
Graduate of Lucy Wheelock Kindergarten School.

Arlene Dennison Principal of Primary Department
Supervisor of English
Graduate Geneseo Normal School; New York State College
for Teachers, B.S.; Michigan special courses; Columbia
extension course; Yale extension course; Rochester University
Summer School (one session).

Marion Forsythe Supervisor of Geography
Graduate Potsdam Normal School; Columbia University
Summer school (one session).

Mrs. Nellie E. Jordan Supervisor of Arithmetic
Graduate Plattsburg Normal School¹; Columbia University
Summer School (one session).

Frances E. Leitzell Principal of Intermediate Department;
Supervisor of Reading
New York State College for Teachers, Pd.B.; Columbia
University Summer School (one session).

- Jessie A. Mc Nall Supervisor of Nature Study, Biology
Graduate Geneseo Normal ; Michigan, B.A. ; M.S.
Columbia University Summer School (one session)
- Jessica C. Reid Supervisor of History
Graduate Oneonta Normal School; Columbia University
Summer School (one session)
- Blanche A. Sanford Supervisor of Drawing
Syracuse Normal Art and Design; Chautauqua Summer
School (three sessions); New York University Summer
School (one session)
- John W. Maxcy Physical Director, Coach
Graduate Peru State Normal School (coaching courses);
Mc Pherson College BA; University of Texas (eight weeks
course); University of Illinois (physical training course).
- A. Evelyn Abel Librarian
Syracuse, Ph.B. ; New York State Library School; New
York City Public Library; Syracuse Public Library.
- Helen M. Hosmer History and Theory of Music
Graduate Potsdam Normal School; Crane Normal Institute
of Music; Cornell Summer School (two sessions) Private
lessons in Organ and Voice, Cornell and Boston.
- Eunice Louise Badger Assistant Physical Director
Illinois, B.A. ; Cornell Summer School (three sessions)
- Ada B. Colburn Household Arts
Graduate Oneonta Normal School; Teacher,s College Co-
lumbia University, B.S. ; Columbia Summer School (one
session)
- Frank Merrill Cram Organist
Brown University (three years); Royal Academy of Music,
London (one year); Stainer Exhibitioner; Associate Amer-
ican Guild of Organists; Fontainebleau School of Music.
- Mrs Sophia Jennings Supervisor of Penmanship
New York State College for Teachers, B.A. ; Pd.B,
- Martha M. Graeper Assistant in Kindergarten
Syracuse B.A. ; Columbia Summer Schpol (two sessions)

- Sara S. Pfeiffer.....Special Classes
Auburn Teachers Training School; Vineland Training
School for the Mental Deficients; Oswego Normal
Summer School (two sessions); Buffalo Normal Summer
School (one session); Cornell University (one summer).
- Mrs. Hazel T. Hathaway.....Drawing
Syracuse B.P. ; Special Courses Columbia University.
- Beulah L. Gould R.N.....Health
Graduate Army School of Nursing; Graduate San Diego
Normal School; Columbia B.S. ; Radcliffe 2 yrs.
- Jennie C. Johnson.....Supervisor of Spelling
Graduate Potsdam Normal School; Columbia Summer School
(one session)
- Pearl M. Noyes.....Special Classes
Graduate Oneonta Normal School; Critic Certificate Oswego
Normal School, New York State College for Teachers
Summer School (one session)
- Charles W. Roda.....Manual Training
Graduate Oswego Normal School; Oswego Summer School
(two sessions)
- Susan A. Rose.....Oral Expression
Elmira B. A. ; Cornell (special classes) ; University of Ver-
mont; School of English Speech and Expression; Out-Door
Players (one session).
- Erva E. Skinner.....Assistant Supervisor of Music
Graduate Crane Normal Institute; postgraduate work Crane
School.

SENIOR AND JUNIOR HIGH SCHOOLS.

- Harold G. Thompson.....Principal Senior High School
Latin
Williams, B.A. ; Yale, M.A. ; Columbia Summer School
(one session).
- Charles R. Van Housen.....Principal Junior High School
Latin, Civics.
Graduate Geneseo Normal School; Columbia University
Summer School (one session); Chautauqua Summer
School (three sessions).

- Ruth B. Aten English; Girls Advsiors
Wisconsin two years; University of Chicago, Ph.D.
- Ballard L. Bowen Science
New York State College for Teachers B.S.; M.A.
Columbia Summer School (one session).
- Ellen C. Carey Algebra
Graduate Oneonta Normal School; Columbia University
Summer School (one session).
- Mrs. Sophia Jennings Latin
New York State College for Teachers B.A.; Pd.B.
- Mabel B. Hall French
Mt. Holyoke, B.A.; Special work in Paris and Tours
- Donald A. Trayser Mathematics
Hobart B.A.
- Lillian M. Reichard English
New York College for Teachers B.A.
- Allen N. Roberts Science
Graduate Potsdam Normal School; Cornell Summer School
(one session)
- Dorris I. Stiles History, English
Graduate Potsdam Normal School; Columbia Summer School
(two sessions).
- Julie T. Walling History
Graduate Potsdam Normal School; New York University
(one year); Columbia Summer School (one session).

MODEL SCHOOL

- Mabel J. Cousins Principal
Graduate Potsdam Normal School
- Mrs. Ivah B. Voelker Model Teacher
Graduate Michigan State Normal College; Columbia Uni-
versity Summer School (two sessions)
- Mrs. Rose T. Barnett Model Teacher
Graduate Potsdam Normal School; Columbia University
Summer School (one session).

Clara L. Clark	Model Teacher
Graduate Potsdam Normal School; Oswego Normal School	
Rose W. Eastman	Model Teacher
Graduate Potsdam Normal School; Columbia University	
Summer School (one session).	
Ethel M. French	Model Teacher
Graduate Potsdam Normal School; Columbia University	
Summer School (one session).	
Grace M. French	Model Teacher
Graduate Potsdam Normal School; Columbia University	
Summer School (one session).	
Hida Morse	Model Teacher
Graduate Cortland Normal School	
Mrs. Bernice R. Van Housen	Model Teacher
Graduate Special music course Geneseo Normal School;	
Graduate Geneseo Normal School; Columbia Summer	
School (one session); Chautauqua Summer School (four	
sessions).	
Agnes L. Warwick	Secretary
Gretchen Countryman	Office Assistant
John Foster	Engineer
Dr. R. J. Reynolds	School Physician

GENERAL INFORMATION

LOCATION

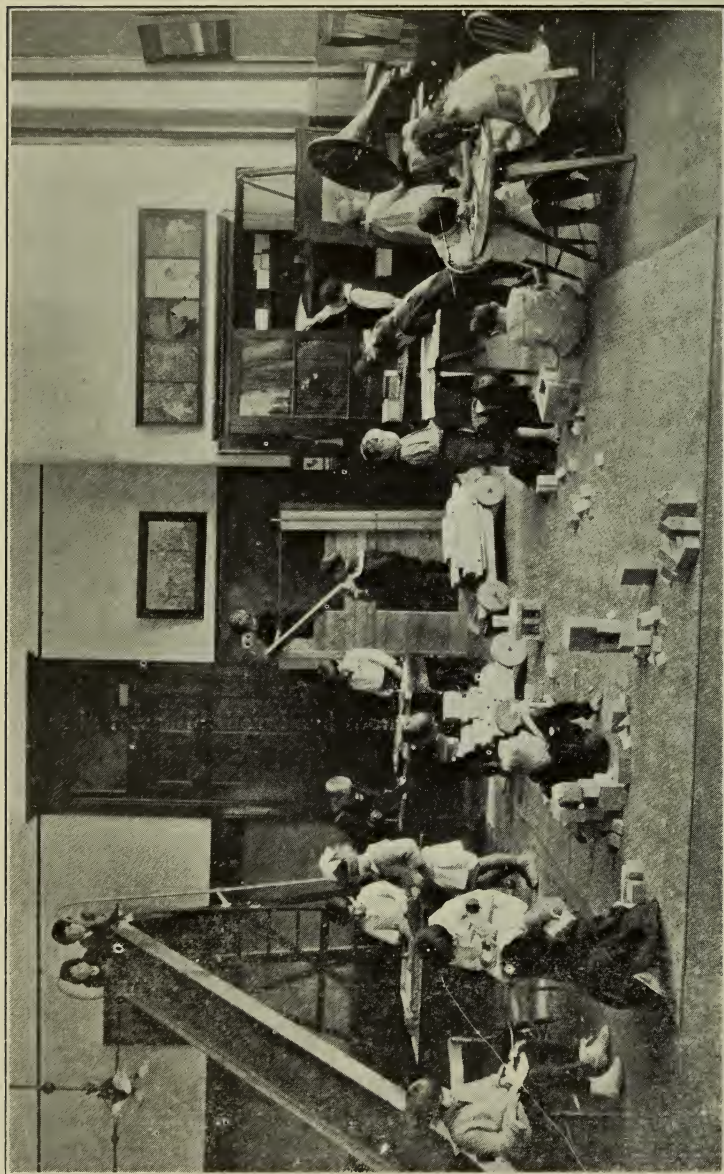
Potsdam, the site of the Potsdam State Normal School, is an attractive village of beautiful homes and broad streets shaded by elm trees: it has about five thousand inhabitants, and is located in St. Lawrence County near the north-western foot-hills of the Adirondack Mountains. It is reached by a branch of the New York Central Railroad, and by excellent state roads which lead in all directions to the mountains, to the St. Lawrence River and to the villages and cities of northern New York. There are located in Potsdam not only the Normal School, but also the Crane Normal Institute of Music, the Hawthorne Piano Forte School and the Clarkson College of Technology. The quiet but beautiful environment, and the interest and respect for schools characteristic of the community, make Potsdam an ideal school town.

BUILDING AND EQUIPMENT

Potsdam Normal School occupies a large building the greater part of which is of new construction. Exclusive of the offices, of the large auditorium, and of the gymnasium with adjoining rooms, the building contains seventy rooms used for purposes of instruction. It is attractive and spacious, and exemplifies the best thought in school architecture. The equipment throughout is in keeping with the building. A special feature is the large organ, one of the largest in Northern New York, which is installed in the auditorium. The old wing of the building has been thoroughly remodeled, renovated and newly equipped. The three village schools of Potsdam are organized as part of the Normal School and their teachers are members of the Normal faculty. The Normal Department, Practice School and High School are located in the main building; the Model Schools are in the grade buildings.

FUNCTION

The purpose of the Potsdam Normal School is to prepare teachers for the elementary schools of the state. In addition to preparing teachers for instruction in the grades and kindergarten, the School maintains an unusually thorough and successful course for the preparation of public school music teachers.



FREE ACTIVITY PERIOD

Three Kindergartens are maintained for model and practice teaching.

ADMISSION

To secure admission to any of the courses the candidate (1) must have completed a four year high school course approved by the State Education Department (2) must be recommended by the district superintendent of schools or the village or city superintendent of schools in whose jurisdiction he resides (3) must be at least sixteen years of age.

A student who has graduated from a training class and taught successfully for one year, may if he possesses the necessary aptitude for study, complete the course in two years.

Candidates, 21 years of age, who have had two years of high school work or its equivalent, and in addition thereto have taught two years will be admitted to the Normal School with the understanding that they must complete the minimum high school course in addition to the professional course before they shall be graduated. The Potsdam Normal School maintains a high school department and offers instruction in high school subjects.

All candidates for entrance are required to sign the following agreement: "In consideration of receiving free tuition at a State Normal School I hereby obligate myself to teach in the schools of the State of New York".

TUITION

There is no charge for tuition to residents of the State of New York. Students from outside the State are required by law to pay tuition of twenty dollars per half year.

DEMAND FOR TEACHERS

There has never been so great a demand for teachers as during the last two or three years. The salaries paid during this period have been much larger than in preceding years. Although the upward trend in teacher's salaries has probably reached its highest point for the present, there is no reason to expect any decrease in the average salaries now paid. The reason for this substantial increase is fundamentally a growing realization throughout the country of the need of better schools and better teaching. There is, too, a general awakening to the fact that school officials must compete with industrial and commercial employers if they are to secure satisfactory teachers. The present is an opportune time for beginning a Normal School course.

While the school does not guarantee to secure positions for all of its graduates, no competent teacher need be without a position. The

average salary of the members of the class of 1920 was approximately \$1051.00, the average salary of the members of the class of 1921 was about \$1150. Students with successful teaching experience before the completion of their Normal course received higher salaries than those mentioned. The men in the 1921 graduating class received an average of nearly \$1500.

LIVING ACCOMMODATIONS

The students live in various homes of the town which are registered with the school and form the approved list. The matrons in these homes co-operate with the school authorities in giving the students a congenial home life and in governing their social interests. Prospective students are required to make arrangements for rooms through the office, so that no confusion may result from renting rooms not on the approved list. This is done in the interest of the students and of the town people who register with the school. A list of approved boarding and rooming places will be mailed upon request.

Rooms range in price from \$1.50 to \$3.00 a week, depending upon whether one or two students occupy a room. Board may be obtained for from \$6.00 to \$7.00 a week. There is a limited number of houses which offer both room and board. Students who wish to board themselves can arrange to do so, but it is not advised. There is also some opportunity to place students in homes where they may help with house work in return for board and room.



A GYMNASIUM CLASS

ORGANIZATION AND COURSE OF STUDY

ORGANIZATION

The Potsdam Normal and Training School includes four departments, as follows:

The Normal department for the training of students in the theory of teaching and in the science of education.

The Practice School consisting of kindergarten, primary, intermediate and junior high school departments, where students are trained in the art of teaching.

Model Schools in which opportunity is given for the required observation of teaching.

The High School.

SUMMER SCHOOL

A Summer School of six weeks is an established part of the work of the School. Nearly all courses offered during the regular school year may be pursued at the Summer School. There is, however, no opportunity for practice teaching during the summer session. In general the successful completion of the work of one summer session gives credit equivalent to that earned in one-fourth of a school year. Students may complete a considerable part of the three year Normal course at summer sessions. A special Summer School Bulletin is printed each spring and will be mailed upon request.

COURSES OF STUDY

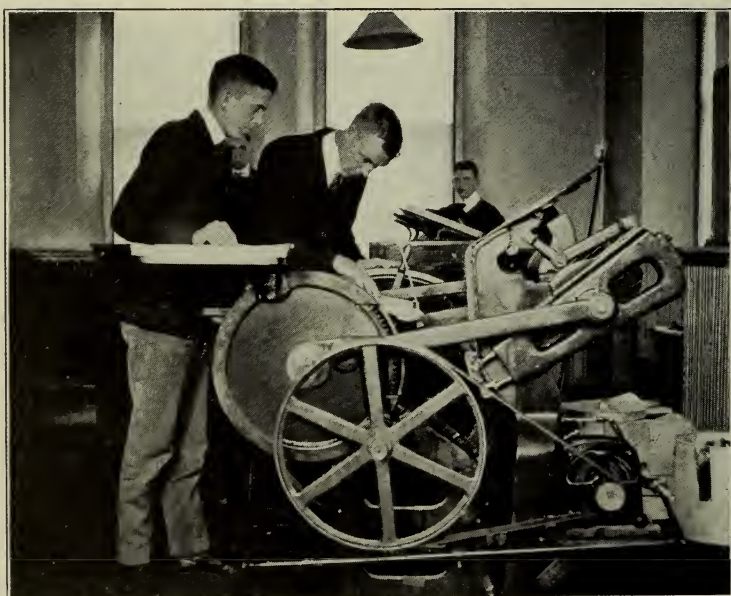
Two courses of study are offered, the ELEMENTARY TEACHERS COURSE including what has been called in the past the Kindergarten-Primary Course, and the SPECIAL MUSIC COURSE.

A new curriculum, new courses of study, and new regulations regarding the issuance of diplomas become effective with the class entering September, 1922. The new curriculum and outlines of the contents of the subjects included in the curriculum, may be found in the following pages. All courses of study will, hereafter, be three years in length. *However, upon the completion of the first two years of any course, the student will receive a credential which will permit him to teach three years, or perhaps longer, before the third year's work is completed.*

All students taking the ELEMENTARY TEACHERS COURSE, pursue the same fundamental subjects during the first year, and make special



A CLASS IN DOMESTIC SCIENCE



THE PRESS ON WHICH THIS CATALOGUE WAS PRINTED

Courses in Manual Training and Printing may be Elected by Those Interested.

preparation during the second and third years to teach in the kindergarten and the first three grades, *or* in grades four, five and six, *or* in grades seven, eight and nine. The diploma received upon the completion of the course is a life license to teach in the kindergarten or in any grade of any elementary school in the State.

The SPECIAL MUSIC COURSE is planned to meet the needs of the smaller schools where the instruction in music does not require the full time of the teacher, and schools in which department teachers are employed. This is a three year course leading to a regular Normal diploma, but one in which the student majors in music by making substitutions which result in an average of two periods of music per day, throughout the course. Graduates of this course secure positions as departmental teachers of music or of music and some other subject, or as assistants to music supervisors, or have charge of music in small schools. A list of the subjects included in this course, and an outline of the content of each of these subjects will be found in the following pages, at the end of the outlines of subjects included in the normal course.

Candidates who have the necessary proficiency are permitted to take additional work in drawing, in connection with the special music course. There is a steady demand for teachers who are able to give instruction in music and drawing and at the same time do some regular grade teaching.

PRINCIPLES OF ORGANIZATION OF COURSES

The Elementary Teachers Course and the Special Music Course include (1) the study of the principles of education, of methods in elementary school subjects and of background courses designed to broaden the student's general knowledge of the subjects he is to teach, (2) the observation of model teaching, and (3) the application in the Practice School of the principles studied in the Normal class rooms and observed in the model classes. The psychology taught in the first year is the nucleus of the work of the three years.

The effectiveness of the Normal training is measured by the efficiency shown in practice teaching. The practice teaching is second in importance to no other part of the course. In the Practice School are tested the practical values of the principles and methods presented in the Normal class rooms. The work required of student teachers in the Practice School embraces class instruction, supervision of study periods, class organization and discipline under the immediate oversight of skilled supervisors. This experience reveals the elements of strength and weakness in each student-teacher and makes possible the correction of faults and the establishment and strengthening of good qualities.

CURRICULUM AND OUTLINES OF SUBJECTS STUDIED

Indicated periods refer to clock hours.

Courses for kindergarten-primary, intermediate and grammar divisions are identical for the first year; differentiation begins the second year.

First Semester

Essentials of English I.	3
Health education	2
Arithmetic	4
European History	3
Introduction to teaching	2
Drawing	3
Music	3
Observation	1
	20

Second Semester

Essentials of English II.	3
Health education	2
General Geography	3
Penmanship	2
Music	3
Psychology	3
English literature	2
Observation	1
	20

Third Semester

Kindergarten-Primary 1, 2, 3	Intermediate 4, 5, 6	Grammar (Jr. H. S.) 7, 8, 9
Primary reading	3 Drawing	3 Drawing
Health education	3 Health education	3 Health education
Kindergarten theory	3 Geography	3 Geography
Music	2 Music	2 Music
Nature study	2 Nature study and element-	2 Nature study and element-
Handwork	4 ary science	3 ary science
Technic of teaching	History	3 History
(school economy) and	Technic of teaching	Technic of teaching
observation	(school economy) and	(school economy) and
	3 observation	3 observation
	20	20

Fourth Semester

Tests and scales	2 Tests and scales	2 Tests and scales
Sociology	2 Sociology	2 Sociology
History of education	3 History of education	3 History of education
Kindergarten theory	3 Music appreciation	2 Music appreciation
Music appreciation	2 Physical training and	Physical training and
Industrial arts (hand-	games	3 games
work)	3 Industrial arts (hand-	Participation
Participation	work)	3 Health
Health	2 Participation	3 Elec. & J. H. S. field
	Health	2
	20	20

Fifth Semester

Library	2	Library	2	Library	2
Specialized psychology	3	Specialized psychology	3	Specialized psychology	3
Songs and games for children	3	Reading methods	3	(adolescent)	3
Reading and methods	3	Participation	5	Economics	3
Participation	5	Conference	1	Participation	5
Conference	1	*Elective	6	Conference	1
*Elective	3			*Elective	6
	<hr/> 20		<hr/> 20		<hr/> 20

* Elective: Music—3, Drawing—3, Literature—3, History—3, Geography—3, Mathematics—3,

Sixth Semester

Observation and practice teaching	10	Observation and practice teaching	10	Observation and practice teaching	10
Children's literature	3	Principles of education	3	Junior high school	
Conferences	2	Conferences	2	English	3
Principles of education	3	Penmanship	2	Conferences	2
Handwork	2	Reading and juvenile literature	3	Principles of education	3
	<hr/> 20		<hr/> 20	Penmanship	2
					<hr/> 20

EDUCATION

INTRODUCTION TO TEACHING — SEMESTER 1

To provide a "guidance" function by furnishing such information as will enable the student to select a specific curriculum at the end of the first year. Teaching as a profession, its needs, personal requirements, attractions of profession and its importance. Various types of teaching service and discussion of specific problems arising in the grades with the qualifications necessary to meet them. Occasional visits to certain grades of practice school.

PSYCHOLOGY — SEMESTER 2

An elementary course in psychology. [Child psychology to the age of adolescence or a basic course to the science of teaching, aiming to prepare the way for the work in observation and practice teaching. Topics suggested are: (a) instinctive tendencies, (b) habit formation, (c) memory, association and economy of learning, (d) the thought processes, (e) the laws of learning, (f) the technic of study, (g) the extent and causes of individual differences among children and use of intelligence tests in determining them (h) treatment of exceptional children.

TECHNIC OF TEACHING (SCHOOL ECONOMY) — SEMESTER 3

A course to give practical application through observation accompanying it to such topics as: objectives in teaching, selection and organization of subject matter, types of lessons, the recitation, the assignment, the question, what constitutes a successful recitation, the socialized recitation, the project and problem method, teaching children how to study, supervised and independent study, lesson plans, programs, practical use of tests and scales to determine progress, problems in discipline, motivation of school work.

HISTORY OF AMERICAN EDUCATION — SEMESTER 4

European background and influences considered only incidentally to assist understanding of American education as developed through colonial and early national periods; half century struggle to establish educational and industrial changes; major emphasis given to such current developments as vocational education, education of defectives, university extension, standard tests, "project" idea, the Gary plan, county unit consolidation and others.

EDUCATIONAL TESTS AND SCALES — SEMESTER 4

A brief course which aims to familiarize the classroom teacher with the "measuring" movement in education. Sufficient acquaintance with the fundamental statistical terms and methods will be given to enable students to read the literature of this field intelligently. Evaluation of tests and scales, contact with some of the most important ones, and some experience in tests will be provided. How to measure the results of teaching and thereby diagnose difficulties and improve classroom instruction will be the chief outcome sought in this course.

SOCIOLOGY — SEMESTER 4

The aim of this course is to make a study of the business of living. The question which the subject seeks to answer is, "What is society?"

In general, consideration should be given to the origin of society, its development, structure and functions, and a systematic survey should be made of social processes and the reciprocal relations between individuals.

Some of the specific topics for study are the origin, historical development and problems of the family; the function of the family in its relation to population and the social organism; phenomena of associated human life; present-day social problems, and guiding principles toward their solution.

The development of the social impulses of pupils should be studied with a view to point the way by which they may cooperate and live together in peace and harmony. The ethics of the teacher's position and work should have specific emphasis.

PRINCIPLES OF EDUCATION — SEMESTER 6

An integrating course which should aim to bring together and interpret the details of educational theory and practise represented by the preliminary courses, and to leave with the student a unified body of educational doctrine. The genetic method should be emphasized wherever it will illuminate present tendencies or practices, thus familiarizing the student with the more important names and movements in the history of education. The course should involve a discussion of such topics as: the definition of education, the aims of education, the development of various conceptions of educational values, and the genesis and present status of certain controverted questions of educational theory (such, for example, as the doctrine of interest, the relation of liberal to vocational education, the doctrine of formal discipline, etc.).

HEALTH EDUCATION

A physical examination should be required as the first step in health education. Remediable defects and abnormalities should be corrected before graduation.

Teachers should be required to practise reasonable health habits during training.

The purpose of this course is to prepare teachers to take an intelligent and active part in health education programs.

COURSE OF STUDY. Theoretical work and practical work in the gymnasium.

First year

Semester 1 — General, personal and community hygiene; some instruction in anatomy and physiology is included; formal gymnastics, marching tactics, corrective gymnastics.

Semester 2 — School hygiene; cause, transmission and prevention of communicable disease; first aid; home care of the sick.

Progression in gymnasium work of semester 1 and folk dancing.

Second year

Semester 3 — Defects of school children; nutrition from the health standpoint, including the hygiene of digestion; oral hygiene.

Natural gymnastics, corrective gymnastics, setting-up drills; playground organization.

Semester 4 — Administration of health education programs from the teacher's standpoint, including medical inspection laws and systems; health laws; child labor laws; methods in teaching hygiene. Playground administration; games; setting-up drills.

Methods in theoretical work and in the gymnasium should be taught progressively throughout each semester.

In addition to the above work in practical health education, five hours a week of recreation outside of school hours is suggested, two of which shall be supervised sports.

ENGLISH

ESSENTIALS OF ENGLISH I AND II.

This course should include the following types of work to be divided between the first and second semesters as seems best:

a Thorough review of fundamentals of English grammar with special attention to sentence structure, syntax, and common errors.

b Cultivation of good reading and effective address. Exercises to develop good tone, enunciation, articulation; study of phonetics and diacritical markings to secure accurate pronunciation. Definite standards of spoken English required and correlation with school dramatics encouraged.

c Thorough study and practise of composition oral and written. Power to collect material, organize ideas and effectively express them. Frequent themes required with class criticism and personal conferences. Measurements of results through standard tests in composition. Requirements in composition in elementary syllabus by grades analyzed and studied.

Language methods for grades 1 to 6, including story-telling, reproduction, dramatization, picture-study, speech correction, language games, etc., are to be taken up in this course. In connection with this work it will be necessary to touch upon literature sufficiently to show its place in language work; full appreciative treatment will be included in other courses.



CHORUS OF OPERETTA "LOTOWANA"

"Lotowana" was written and set to music, the costumes were prepared, and the scenery was built and painted in the school.



MR. CRAM AT THE ORGAN

ENGLISH LITERATURE (GENERAL) — SEMESTER 2

The purpose of this course is cultural rather than professional. A maximum of appreciative reading of works chosen because of both literary excellence and importance in the history of literature. This course should correspond to the general course in literature given in many colleges. Contemporary literature should receive some attention. A brief survey of the history of literature may be developed in connection with the reading.

PRIMARY READING — SEMESTER 3

Aims of course to acquaint students with problems that confront the teacher in the beginnings of reading and to formulate methods. Place and value of phonics. Teaching of oral reading, silent reading, and cultivation of sight habits of reading. Devices to secure rapidity of word recognition. Psychology of the reading process. Measurement of reading by use of standard tests.

READING AND JUVENILE LITERATURE — SEMESTER 6

A brief survey of the topics covered in primary reading with special emphasis placed upon the mastery of thought. Training in right habits of silent reading emphasized. Juvenile literature, prose and verse, appropriate for intermediate grades as suggested in the state Syllabus for Elementary Schools. Principles underlying methods of treatment considered.

CHILDREN'S LITERATURE — SEMESTER 6

The collection and study of literature in verse and prose suited to the interest and needs of primary children. Various types of stories studied and practice in the art of story-telling encouraged. Best translation and adaptations of classic masterpieces reviewed. Poetry for children recommended and studied. The teacher should know well a few stories and poems suitable to each grade. Selections mentioned in the state Syllabus for Elementary Schools should be stressed.

JUNIOR HIGH SCHOOL ENGLISH — SEMESTER 6

A study of the field of literature recommended for early adolescence with special reference to the state elementary and secondary English syllabuses. Emphasis upon wide general reading and upon effective silent reading continued. Composition methods appropriate to the widening interests of junior high school pupils should be formulated.

HISTORY

MODERN EUROPEAN HISTORY — SEMESTER 1

Medieval types of life: castle, manor, monastery, town with the trade and exchange of ideas resulting from the Crusades and Renaissance as a basis for the study of modern European history; an analysis of Europe at the end of the French Revolution; the reaction of England and the continental nations to the extreme individualism of the revolution; the effect of the Napoleonic era; the readjustment by the Congress of Vienna; the final modification of the revolutionary principles in the expanding nationalism of Europe; the different political growths in the various nations after the revolution; the commercial and industrial conflicts coincident with the political development; the problems which have arisen as a result of the racial, linguistic and geographical differences of the European peoples. The present conditions in Europe which have come about as an aftermath of the World War.

AMERICAN HISTORY — SEMESTER 3

The European background of American history, including the settlement of the colonies and colonial development is briefly reviewed; geographical factors which have influenced American history with special reference to the differences between the North and the South; the Declaration of Independence and the Revolution as preparatory steps toward nationalism; the growth of American institutions with an intensive study of the topics stressed in the syllabus for Secondary Schools; consideration of our present-day problems from a historical point of view, such as the United States as a world power, immigration and methods of Americanization, the relation of capital, labor and the public, our present tendencies toward a stronger nationalism; a study of local history, community civics observance of holidays, American biographies, the use of materials such as maps slides outlines, pictures, supplementary reading and the elementary syllabus; methods which show types of lessons the nature of history assignment reviews, the adaptation of work to various grades and the correlation of English and geography with history.

ARITHMETIC

Intensive study of the essentials in the subject matter of arithmetic as outlined in the state syllabus, with topics selected from the standpoint of individual and community needs; development of number concepts with approved devices for the recognition of number facts and drill in the same; the underlying principles of fractions; denominate numbers; percentage; type problems chosen from the practical arts and actual business practice; emphasis upon the analysis of problems, clarity of expression, lesson plans and the most effective methods of presentation; standard tests and the interpretation of their results.

ELECTIVE COURSE

The applications of arithmetic in commercial, industrial and community life with further drill in analysis and in oral and written questioning; the fundamentals of algebra and simple problems in geometry.

NATURE STUDY

NATURE STUDY — SEMESTER 3

Nature study includes such forms of elementary science in the grades not covered by geography as children can assimilate, and correlates with geography and re-enforces it at every step. Methods classes are shown that the purpose of nature study is to bring the pupil into a broad sympathy with the natural world, and to cultivate humaneness. The material for study is drawn from the sources at hand, and is presented from the point of view of field and laboratory. Field trips, therefore, constitute a part of the work. Classes are shown that the subject matter presented to children will depend largely on what is available in the vicinity, and for this reason courses may be varied somewhat to suit existing conditions. Teachers in training, therefore, learn to depend on their own resources for securing the material to be used in instruction. Considerable attention is given to the collection and suitable display of specimens to be studied. The course leads students to see that important aims of nature study are to make children inquirers into facts of nature and to develop the patience necessary to secure, through personal investigation, the information desired.

DRAWING 1

First year — Semester 1

This course is required of all students.

This is a fundamental course designed to acquaint the student with the subject as a whole. The subject matter is based on work given in the public school course of study and includes instruction in representation, design, lettering, composition and color harmony in their application to the home, dress, school and community interests. With this should go a study of the industries which depend largely on art for their excellence, particularly those industries which provide food, shelter and clothing, the greatest needs of man. The construction or handwork should be based directly on this subject matter either to clarify it, or to illustrate some well defined industrial process.

The following suggestions are made for the course:

Representation: Story illustration by drawing, paper cutting and tearing. Nature and object drawing. *Design:* Design principles, proportion, rhythm and balance and their application to construction problems in clay, paper, cardboard, and wood; weaving, sewing. *Lettering,* cut and drawn alphabets, labels and notices. *Poster design.* *Color:* The spectrum colors, hue, value, chroma, color schemes from nature, collections and color harmonies. *Construction:* Typical problems should be given, based on the study of the industries, and illustrating some process by which natural materials are transformed into commodities for the use of man. Since only a small number of projects may be considered in the time allowed, those chosen should be representative of the industry under discussion.

Art appreciation should be included in every drawing lesson through class criticism, by which judgment is developed.

DRAWING 2

Second year—Semester 3

Such differentiation should be made in this course for the kindergarten-primary, intermediate and grammar groups as the course of study requires. The work should consist largely of intensified study of the work of the grades chosen. Greater excellence of idea and technic should be expected in all projects.

Representation : Composition of nature forms in given spaces; circular, parallel and angular perspective; grouping of objects; pencil and water color technic; elementary figure drawing. *Design:* More advanced study of the principles of composition, problems involving space division, use of nature material for design units, designs for special days and festivals, lettering and commercial design, use of lettering pens, development of monograms. *Color:* Color harmonies, complementary, analogous and monochromatic, color analysis, discussion of color theories, design and color in relation to dress and house furnishings; methods of teaching art appreciation through such problems.

Construction: The study of the industries most important to man should be continued, illustrated by projects in drawing and construction. The following topics are suggested for subject matter: (1) the value of the industry to man; how we are affected by it; (2) the evolution of the industry, its story, its heroes of invention; (3) characteristics of the product, what constitutes excellence; (4)



materials employed, source of supply; (5) processes involved; (6) tools used; (7) healthfulness; (8) hours and wages, the training of the workers; (9) references to the industry found in literature; (10) the part played by drawing and design; (11) the industry as depicted in art. The industries producing food, shelter, clothing, art products and records, utensils, tools and machines, light, heat and power are suggested for study.

DRAWING 3 (elective)

Third year Semester—5

Elective course in advanced drawing. Requirements: first and second year drawing or their equivalent.

This course is devoted largely to advanced drawing, which will give students the ability and confidence which will enable them to draw easily before their classes.

Representation: Nature and object drawing in pastels, charcoal and water color, figure sketching for use in illustration and posters. *Design:* Design and color in relation to costume design and interior decoration. The student is allowed the choice of some craft, as metal, leather, weaving or pottery, and should design and carry through some problem which may be finished with a high degree of excellence. The students should also contribute largely to the school needs in the way of posters, charts, designs for festivals and pageants, and covers for school publications.

DRAWING 4 (elective)

The work should be of college grade

Suggested elective course in art appreciation 20 periods or 40 hours.

History of art and architecture: elements of beauty, line, dark and light color; relation between architecture, sculpture and painting; development of modern architecture; brief history of painting and sculpture.

Picture study: choice of pictures for the grades and methods of teaching.

Fine design and workmanship in the crafts: textiles, pottery, metal work, woodwork.

The lantern should be used in this course, together with collections of photographs and reference books. Art galleries and museums should be visited when possible, and traveling exhibitions may be secured for the school.

GEOGRAPHY

A general course presented on a collegiate level to give to prospective teachers a body of geographical facts so well organized in the mind of the teacher that these facts may be instantly available when needed. Such facts and principles will include some in the field of mathematical geography, others in the field of physical geography or phytogeography and a far greater number in the fields of economic and political geography with their relations to each other duly established. For

example, such geographic influences under physiography as position, form, size, relief, climate and drainage may be taught, provided they are made to bear upon man and his life and work. Not the mere physical facts but their human bearing must concern us. A series of examples or "problems" may best develop the significance of such influences. Such a broad course can not ignore the fact that native or racial genius, religious belief, national and international alliances and hatreds have great influence in determining the economic and industrial life of peoples.

International relations, the outgrowth of geographic conditions, should be better understood than at the outbreak of the war in 1914.

GEOGRAPHY (METHOD) SEMESTER 3

A study of teaching practice or (method) in the presentation of this subject in the grades. This includes enough of the development of geographic knowledge to explain the origin of the so-called methods of past and present — journey method, topical method, type-study method, problem and project method. The valuable features and limitations of each are presented. A study of the material available to the teacher is made — text books, maps, illustrations, graphs, slides and product materials. Some attention to regional geography with field trips is included and there is an intensive consideration of New York State geography as recommended in the state syllabus.

MUSIC

All students are examined upon entrance, and such as are unable to sing familiar songs, or imitate songs sung to them, as well as those unable to read the simplest melodies, are assigned to a special class for intensive instruction. A daily period of such instruction is given for a term of twenty weeks. The work of this class consists of ear and voice training, song singing and the fundamentals of music reading.

First year

The work of the two semesters includes the following:

MUSIC READING

Ability to read at sight material found in such books as the Congdon Primers; Hollis Dann course, second, third and fourth books; Progressive, books 1 and 2; Harmonic Course, Primer and Book 1; New Educational Series, Primary Melodies and book 1.

EAR TRAINING

Recognition of major and minor scales, major and minor tonic chords in all positions, consecutive thirds, modulation to the dominant subdominant, relative and tonic minor keys, familiar songs, period, phrase, two and three part forms, authentic, plagal cadence and semicadences. No theoretical study here, except the use of the terms given above as applied to music which the pupils hear.

NOTATION AND TERMINOLOGY

Notes, rests, measure and measure signatures, staff, clefs, major scales, dynamic signs, signs of expression as found in readers used, terms expressing power, tempo, style; use of accidentals, writing of all forms of minor scale, syncopation, couplet, triplet etc.

SONGS

Memorizing the two patriotic songs in most common use, five familiar community songs, ten children's songs suitable for primary grades, study of two-part songs especially adapted to the needs of fifth and six grades.

Second year—Semester 3

METHODS

1 Fundamental principles of teaching applied to the teaching of music. Types of lessons studied and illustrated by actual lessons presented to the class, or taught to children and observed by the class. These lessons include songs taught by imitation, lessons in music reading with ear training, lessons in musical notation. The textbooks used in giving these lessons are in the hands of the pupils for every-day practice.

2 Practice in writing melodies to illustrate various problems in music reading. The use of various signs in these melodies familiarize students with their practice import.

3 The class is furnished with graded lists of song books suited to the various types of work done in the schools. Pitch pipes, staff markers and other material are recommended.

4 Observation and practice teaching.

MUSIC APPRECIATION

This course includes a brief study of the lives and works of the Masters; conventional forms of composition; demonstration with piano with vocal music and with records; study of standard operas and symphonies; attendance when possible upon concerts and recitals.

OBSERVATION AND PARTICIPATION

A student-teacher is assigned to responsible practice teaching only after having had opportunity to observe and study good teaching.

Observation is closely articulated with the subject matter and methods courses, and is made the link between theory and practice. In connection with observation there is ample discussion and the student-teachers are required to do appropriate reference reading and to prepare occasional lesson plans; also the student-teachers are called upon occasionally to teach a class under the direction of the critic in charge of the class. By this procedure the ability of the student-teacher to do independent teaching can be determined.

When the student-teacher begins independent teaching, lessons plans are required for every exercise. These plans are carefully revised by the supervisor and constructive criticism made. In practice teaching the student-teacher is thrown on his own resources as much as possible. At stated times the supervisor meets the student teacher for the purpose of giving advice and criticism in the matter of discipline and other methods of schoolroom procedure, based on the actual teaching by the student-teacher.

RURAL COURSE

(Where sufficient request is made the following may be offered as a three-hour elective in the fifth semester.

The aim of the course arises from the purpose and the nature of the work in the rural school and seeks its expression through the study of these topics: the one-room school, its physical surrounding and handicap; its beautification and its contribution to community life; the daily program of study and recreation, reducing the number of classes by combining grades, vitalizing study by home projects, and the correlation of vicinity occupations and interests; the school as a center for instruction and recreation for the whole community; the discussion of migration to the city, the co-operation of all for better conditions of living, including the need of scientific agriculture, good roads and markets; the rural school as affected by supervision, consolidation, transportation and other agencies of general or local nature, together with a study of the distinctive characteristics of rural life.

PENMANSHIP

The prospective elementary teacher is trained to acquire two outstanding qualifications: first, the ability to write a good hand herself, one that combines legibility, ease and speed: second, a knowledge of how to teach penmanship to children. Poor writing in school is due largely to an inefficient method of procedure.

The teacher is trained to recognize ideals and limitations, especially for the grade or grades in which she is to work. She should know what can be reasonably expected. Along with the knowledge of how much to expect goes the ability to judge good work and to bring about improvement thorough constructive criticism.

Special attention is given to the habit of correct posture. The teacher is trained to realize that the best results in penmanship can not be attained unless the principles taught are applied in every written exercise. Nothing but the best written work of which the pupil is capable should be accepted in the ordinary routine of school work.

LIBRARY METHODS

Outlines of Lessons

Use of the library

Arrangement of books in our library. Location of special collections, library tools, children's books, etc. Regulations—charging books, fines, library etiquette, etc. Use of the card catalog.

The book

Study of printed parts. Title page, preface, table of contents, illustrations and maps, text, appendix, bibliographies, index. (Emphasis on the use of table of contents and the index.)

Reference books (general)

Dictionary. What it contains. How to use it as a reference book. Arrangement. Abbreviations etc.

Encyclopedias. When and how to use them. Comparison of most important ones

Yearbooks. Handbooks.

Reference books (special subjects)

Statistics and social questions; useful arts; fine arts; literature; debates; geography; atlas; biography; history.

Picture collection and clippings file. Sources of material. How to arrange and mount.

Magazines. Study of types of magazines. How to use the Reader's guide, and Pool's Index.

School library aids from United States Government; which are important and may be obtained free; aids from State Education Department; aids from the public library.

Book selection for schools and teachers.

Principles

Lists

Teaching the use of the library in the eight grades.

SPECIAL MUSIC COURSE

SIGHT SINGING AND EAR TRAINING

The purposes of this course are, (1) to give the student-teacher skill in reading, (2) to apply the instruction in music method and (3) to familiarize students with the various music books now in general use in the public schools.

NOTATION

Notation includes the writing of the major, minor and chromatic scales, use of accidentals, writing various forms of rhythm including all notes and rests and the use of signs most commonly found in music.

MELODY WRITING

Melody writing is studied to enable the teacher to illustrate any point of a music lesson, as a teacher of language must do in a language lesson; in other words to acquaint the teacher with the natural laws governing tone progression, so that she may write musical phrases and periods as readily as she writes English sentences.

MUSIC HISTORY

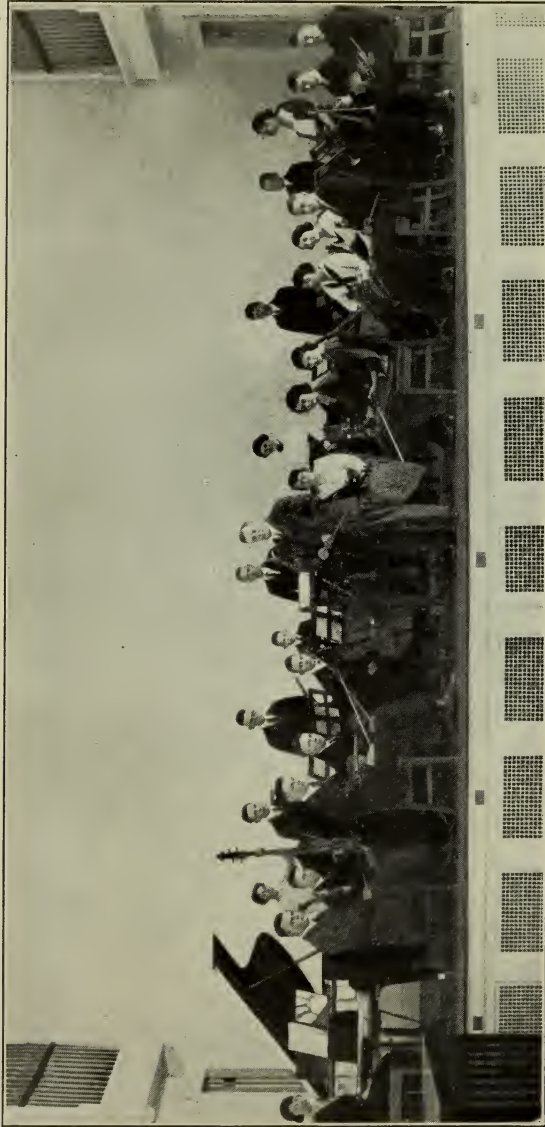
Music history receives sufficient attention to make the teacher familiar with the works of such standard and classic composers as will enable her to select wisely the music to be rendered in her school, and to arrange programs for classes in Music Appreciation. The Victrola and piano player are used to show how instruction can be carried on in schools with small musical equipment. Free organ recitals, orchestra rehearsals and concerts aid in bringing about the desired results.

CHILD SONGS

The study of songs suitable for the various grades, the selection of songs for special days, and practice in singing these songs, with a study of voice conditions from the Kindergarten to the High School, give a practical training needed by every teacher of music.

METHODS OF TEACHING

While some attention is given in each department of work to the methods of



THE SCHOOL ORCHESTRA

and procedure involved, special instruction in the best methods of teaching music in the school, forms an important part of the course of study. The methods considered are not those of any one school, but are based upon those educational principles which experience has shown to be fundamental in all teaching.

OBSERVATION AND PRACTICE TEACHING

Observation of Model Teaching, and practice in teaching in various grades in the Normal Training School, round out the course in a practical way which only experience with actual conditions makes possible,

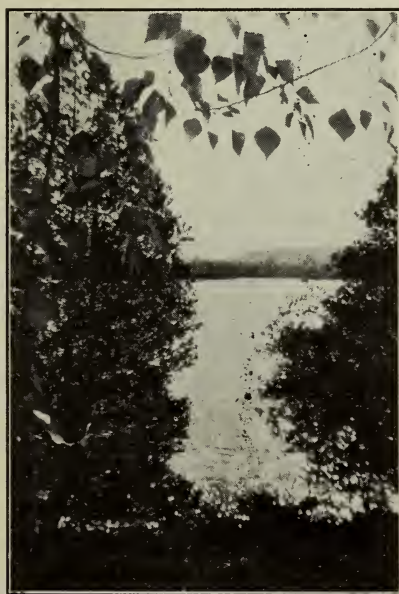
In addition to subjects regularly required in the Special Music Course, there are unusual opportunities for students to secure additional training. Private instruction which may be had from skillful teachers in the voice, piano, organ, violin or nearly any orchestral instrument, at moderate rates.

ORCHESTRA

Anyone having sufficient skill in playing any instrument found in a symphony orchestra has the opportunity to play in a large school orchestra under skillful leadership. For all students of less skill there is a second orchestra.

PRIVATE LESSONS, VOICE, VIOLIN, ORGAN, PIANO

Students may take private lessons in the voice, violin, organ, or piano under experienced and skilled instructors at moderate rates. These private lessons, however are not required.



A GLIMPSE OF THE RIVER

CRANE NORMAL INSTITUTE OF MUSIC

A thorough and extended course for supervisors of music is made available by the connection between the Normal School and the Crane Normal Institute of music. The Crane Institute was started to supplement the work provided by the state for the training of teachers of music in the public schools. It has become so well known that it attracts students from practically all the states of the Union, and its graduates hold prominent positions in the best schools of the country.

This school offers the best of training in voice culture and singing, in violin and pipe organ playing as well as in music history and the theory of music. Students may enter the school for a full supervisor's course or they may take advantage of any of the special lines of study, at rates far below those demanded by similar city schools of equal rank. Catalogue will be mailed upon request.



GIRLS BASKET BALL TEAM



THE DRAMATIC CLUB

SCHOOL LIFE

SOCIAL LIFE

It is the aim of the faculty to make school life in Potsdam such that it will be remembered as one of the happiest periods in the experience of those who attend the Normal. With this in view, the faculty co-operate with the student body in planning their social activities and creating a natural home-like atmosphere. It is felt that this is in reality a vital part of the school life, as the students-prospective teachers-are to go out into communities where they themselves become leaders in the life of their own schools. In addition to this more thoughtful phase of the social life, there is the belief that pure wholesome fun makes better students.

There are certain social events which have become established parts of the school life. On the opening night of the school year, the seniors plan a Big Sister Party when the incoming students are welcomed. The Hallowe'en Masquerade, a time honored custom of the school; banquets and parties given by the classes and societies; the Saturday afternoon At Homes when the school keeps open house for all its students; Senior Day in the late spring; and finally, festivities of commencement, are among the interesting good times planned for and by the student body. These, together with opportunity for out of door sports which Potsdam's location affords, make student life attractive.

Students are favored in the associations formed through their church affiliations, where the townspeople are most cordial in their relations to students. In fact those who do not enter into church activities deprive themselves of many happy times throughout their school course.

REGULATIONS

It has been the policy of the School to allow its students the greatest freedom possible while they are in attendance, since such freedom leads to a stronger personality in the individual student. From experience, however, it has been found that there are certain regulations which are for the best interests of the members of the school.

Among these regulations the following are important:

1. Students are to spend the evenings of school days in study at their rooming places, unless special permission is granted.
2. Hours for week-end activities extend to 11:30 for informal affairs and 1:00 o'clock for formal functions.
3. All parties attended by students must be chaperoned.
4. Students desiring to leave town during the school term are allowed to do so only upon permission.

HEALTH EDUCATION

Health Education in the form of both physical training and class instruction in the care of the body, is given an important place in the school work at Potsdam. This work is planned with two objects in view (1) to help each student to secure and maintain the highest degree of physical vigor attainable in his case, to the end that he may secure the greatest possible returns from both his work and his play (2) to prepare students to conduct the work in physical training and health education in their own class rooms later on. Inter-class and inter-school athletics are given a prominent place in the program of Health Education. It is the purpose of the school to develop a system of outdoor winter sports suitable to the location of Potsdam.

So far as possible the physical training is by means of games which make the gymnasium work a real pleasure instead of a dull grind. Due attention is given, however, to preparation for leadership in classroom setting-up drills and in games suitable for grade children in their rooms and on the playground. Instruction in modern phases of public school health education is also afforded in the classes of the health teacher. Here too, is the double object of safe-guarding the health of the students and of preparing them to preform the same service for the children who will later be entrusted to their instruction.

Each student upon entering the Normal School is required to have a medical examination either by the school physican or by a physican of his own selection. Where necessary, treatment is suggested or required. During the time spent at school, students are under careful observation and are given prompt attention if there are indications of illness. The health teacher visits in their rooms sudents who are detained from school by illness, and makes sure that they are having proper care. Both for their own good and for the sake of their future usefulness to the State, the Normal School will not continue on its rolls students who are physically unfit to become teachers.

SCHOOL SOCIETIES

For many years there have been maintained at Potsdam four student societies formed for the purpose of developing the literary and debating ability of their members. Membership in the Alpha and Calliopean Societies is open to the Normal girls while the Francis Baconian and Delphic Societies are the boys organizations. The societies meet weekly and from time to time hold public meetings for the purpose of showing their work. In addition to the more formal



THE RIVALS

programs, evenings are given over from time to time to social diversion. Graduates of the school speak in high terms of the work done in these societies.

The Dramatic Club, a more recent organization, is composed of both young men and young women. The work of this club is entirely along the line of dramatic study. Each year one or more well known plays are presented.

MUSIC A PART OF THE SCHOOL LIFE

A choral club numbering about one hundred members has been sustained by the school. Membership is attained through the completion of certain voice and sight reading requirements, but may be gained through examinations which prove one's ability to do the work undertaken by the club. At the main festival given annually there is usually performed some work like Gade's "Crusaders", Sullivan's "Golden Legend" or Gaul's "Joan of Arc". The club is accompanied by the Normal orchestra and aided by soloists of note. A club of girls and a boy's club from the High School; a club of young women from the Special Music Course, and one from the Crane Institute are always under training.

An orchestra numbering between twenty and thirty pieces is a permanent feature of the school. To this all students who play any orchestral instrument sufficiently well, are welcomed. A limited number of instruments is available for practice and use in the orchestra and they are given out to such students as desire to devote time and faithful practice to the work. Students who enter the school with sufficient skill to enable them to play in the first orchestra, receive lessons on their instruments at reduced rates. A second orchestra and sometimes a third is organized.

A teacher of violin gives both individual and class lessons. Opportunities for ensemble playing are also provided, thus enabling the pupils to gain the practice necessary for entrance to the orchestra. The rates for these lessons are such as to place them within the reach of all.

The new four manual organ has made it possible to maintain a series of organ recitals by the resident organist. These have been attended by large and enthusiastic audiences and have given the school and the public, musical advantages rarely available outside of the large cities. Instruction in pipe organ playing is available under a teacher of high rank.

The piano department is so well established that it has the dignity of a piano school in which students may pursue a four years course and from which they may be graduated as piano teachers and concert artists. For particulars write for circular of the Hawthorne Piano-Forte School.

MORNING ASSEMBLIES

The morning assemblies in the spacious auditorium constitute an interesting and inspiring introduction to the day's activities. The stirring march music of the school orchestra is no small factor in securing this result. In addition to singing and the weekly programs by students in the public speaking classes, all departments are called upon to show something of the work they are doing. Dramatizations of literature of history and arithmetic by grade children, a fashion-show by students in domestic art, a chorus by the special music girls, a selection by the toy orchestra from the kindergarten, talks on current events by history methods students, are typical of the programs presented from morning to morning.

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by Students in the School Shop

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UNIVERSITY OF ILLINOIS LIBRARY

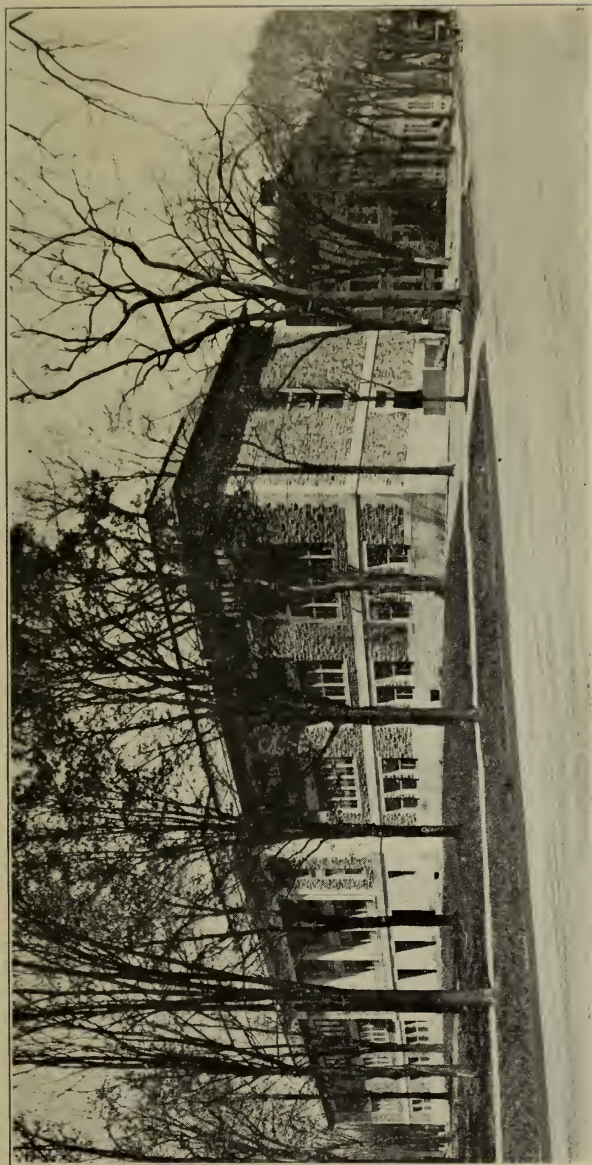
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State Normal and Training School

Potsdam, New York

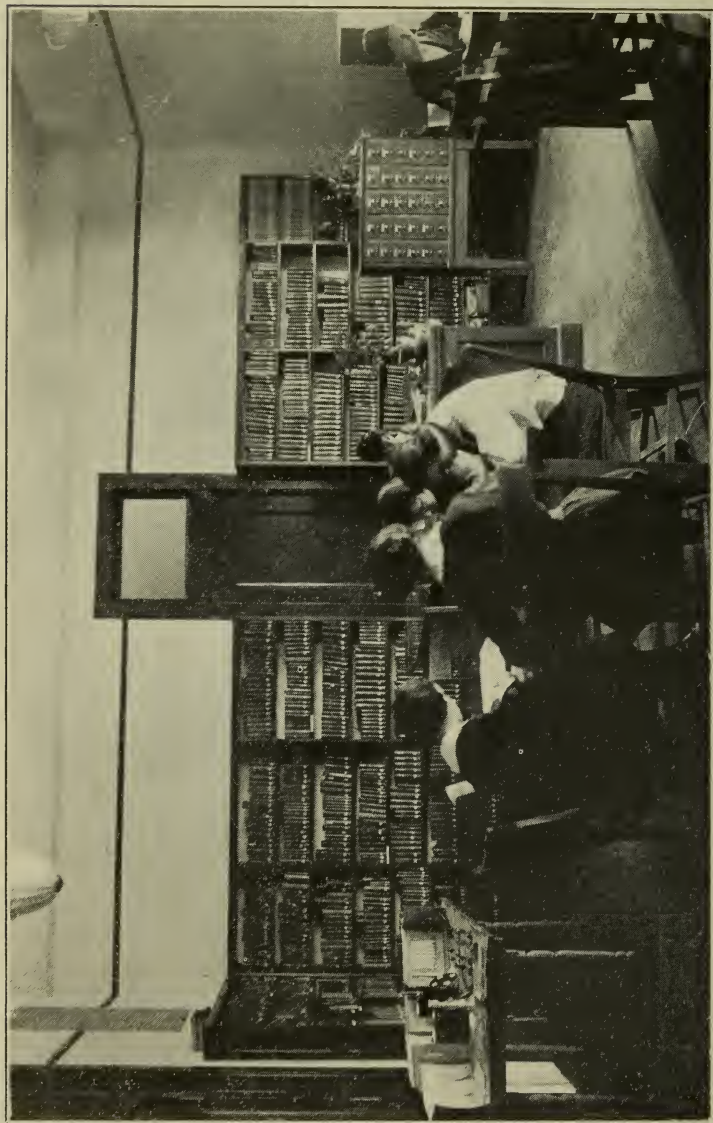
Elementary Teachers Course
Kindergarten Primary Course
Special Music Course

CATALOGUE 1922 - 1923



POTSDAM STATE NORMAL SCHOOL

The auditorium is contained in a wing which connects the new building and the older part seen in the rear.



A CORNER OF THE LIBRARY

*State Normal
and Training
School*

Potsdam, New York

*Elementary Teachers Course
Kindergarten Primary Course
Special Music Course*

CATALOGUE 1922 - 1923

SCHOOL CALENDAR**1922 - 1923**

Wednesday, Sept. 13	Registration in Normal Department.
Thursday, Sept. 14	Class work begins, 8:30 A.M.
Thursday, Oct. 12	Columbus Day.
Nov. 6-10	Mid-term examinations.
Friday, Nov. 17	First quarter ends.
Monday, Nov. 20	Second quarter begins.
Tuesday, Nov. 28	Thanksgiving vacation begins, 4 P.M.
Monday, Dec. 4	Class work resumed, 8:30 A.M.
Wednesday, Dec. 20	Christmas vacation begins, 4 P.M.
Thursday, Jan. 4	Class work resumed, 8:30 A.M.
Jan. 22-26	Examinations in Normal and Practice School.
Friday, Feb. 2	Fall term closes.
Monday, Feb. 5	Spring term begins.
Mar. 26-29	Mid-term examinations.
Thursday, Mar. 28	Easter vacation begins, 4 P.M.
Monday, April 9	Work resumed, 8:30 A. M.
Friday, April 13	Third quarter ends.
Monday, April 16	Fourth quarter begins.
Tuesday, May 29	Senior Day.
Wednesday May 30	Memorial Day.
June 11-15	Examinations in Normal and Practice School
June 22-26	Commencement Week

THE UNIVERSITY OF THE STATE OF NEW YORK**REGENTS OF THE UNIVERSITY AND YEARS WHEN TERMS EXPIRE**

1926	Pliny T. Sexton, LL.B., LL.D., Chancellor Emeritus,	Palmyra
1922	Chester S. Lord, M.A., LL.D. Chancellor	Brooklyn
1924	Adelbert Moot, LL.D. Vice Chancellor	Buffalo
1927	Albert Vander Veer, M.D., M.A., Ph.D., LL.D.	Albany
1925	Charles B. Alexander, M.A., LL.B., LL.D., Litt. D.	Tuxedo
1928	Walter Guest Kellogg, B.A., LL.D.	Ogdensburg
1932	James Byrne, B.A., LL.B., LL.D.	New York
1929	Herbert L. Bridgman, M.A., LL.D.	Brooklyn
1931	Thomas J. Mangan, M.A.	Binghamton
1933	William J. Wallin, M.A.	Yonkers
1923	William Bondy, M.A., LL.B., Ph.D.	New York
1930	William P. Baker, B.L., Litt. D.	Syracuse

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Frank P. Graves, Ph.D., Litt. D., L.H.D., LL.D.

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Hon. Bertrand H. Snell, A.B. LL.D.	Potsdam
Mary Hall Kellogg	Ogdensburg
Katherine L. Paddock	Malone
Hon. Edward A. Everett	Potsdam

THE FACULTY

Randolph T. Congdon.....Principal
Syracuse, B.A. ; Harvard, M.A.

NORMAL DEPARTMENT

Anna P. Draime.....Dean of Women; English
Syracuse, Ph. B.

Leon D. Taggart.....Superintendent of Training School; Psychology
Graduate Oneonta Normal School; Columbia, B.S. ;
Graduate work Columbia Summer School (one session).

Edward W. Flagg.....Education, English
Graduate Westfield State Normal School; Yale, B.A. ;
Yale M.A.

Julia E. Crane.....Supervisor of Music
Graduate Potsdam Normal School; Summer Schools;
Private Teachers in New York and London.

Wilhelmina Caldwell.....Director of Kindergarten
Graduate of Lucy Wheelock Kindergarten School.

Arline Denison.....Principal of Primary Department;
Supervisor of English
Graduate Geneseo Normal School; New York State College
for Teachers, B.S. ; Michigan special courses; Columbia
extension course; Yale extension course; Rochester Uni-
versity Summer School (one session).

Marion Forsythe.....Supervisor of Geography
Graduate Potsdam Normal School; Columbia University
Summer School (one session).

Mrs. Nellie E. Jordan.....Supervisor of Arithmetic
Graduate Plattsburg Normal School; Columbia University
Summer School (one session).

Frances E. Leitzell.....Principal of Intermediate Department;
Supervisor of Reading
New York State College for Teachers, Pd.B. ; Columbia
University Summer School (one session).

- Jessie A. Mc Nall Supervisor of Nature Study, Biology
Graduate Geneseo Normal; Michigan, B.A; M.S;
Columbia University Summer School (one session).
- Jessica C. Reid Supervisor of History
Graduate Oneonta Normal School; Columbia University
Summer School(one session).
- Blanche A.Sanford Supervisor of Drawing
Syracuse Normal Art and Design; Chautauqua Summer
School (three sessions); New York University Summer
School(one session).
- John W. Maxcy Physical Director, Coach
Graduate Peru State Normal School (coaching courses);
Mc Pherson College, B.A; University of Texas (eight
weeks course); University of Illinois (physical training
course).
- A. Evelyn Abel Librarian
Syracuse, Ph.B.; New York State Library School; New
York City Public Library; Syracuse Public Library.
- Edith M. Austin History and Theory of Music
Graduate Potsdam Normal School; Private teachers New
York, Boston, London; Chautauqua Summer School
(one session); Boston Summer School (two sessions).
- Eunice Louise Badger Assistant Physical Director
Illinois, B.A.; Cornell Summer School (three sessions).
- Ada B. Colburn Household Arts
Graduate Oneonta Normal School; Teacher's College Co-
lumbia University, B.S; Columbia Summer School (one
session).
- Frank Merrill Cram Organist
Brown University (three years); Royal Academy of Music,
London (one year); Stainer Exhibitioner; Associate Amer-
ican Guild of Organists; Fontainebleau School of Music.
- M. Sophia Fuller Supervisor of Penmanship
New York State College for Teachers, B.A.; Pd.B.
- Martha M. Graeper Assistant in Kindergarten
Syracuse, B.A.; Columbia Summer School (two sessions).

- Mildred Grimes Special Classes
Western Reserve, B.A. ; Columbia Summer School (three sessions) ; Special industrial courses.
- Mrs. Hazel T. Hathaway Drawing
Syracuse, B.A. ; Special courses.
- Winifred Ingersoll Health
Graduate Fredonia Normal School; Oberlin, B.A. ; Bellevue Hospital R.N. ; Vassar Training Camp.
- Jennie C. Johnson Supervisor of Spelling
Graduate Potsdam Normal School; Columbia Summer School (one session).
- Pearl N. Noyes Special Classes
Graduate Oneonta Normal School; Critic Certificate Oswego Normal School; New York State College for Teachers Summer School (one session).
- Charles W. Roda Manual Training
Graduate Oswego Normal School; Oswego Summer School (two sessions).
- Susan A. Rose Oral Expression
Elmira, B.A. ; Cornell (special work) ; University of Vermont; School of English Speech and Expression; Out-Door Players (one session).
- Erva S. Skinner Assistant Supervisor of Music
Graduate Crane Normal Institute; postgraduate work Crane School.

SENIOR AND JUNIOR HIGH SCHOOLS.

- Harold G. Thompson Principal Senior High School;
Latin
Williams, B.A. ; Yale, M.A. ; Columbia Summer School (one session).
- Charles R. Van Housen Principal Junior High School
Latin, Civics.
Graduate Geneseo Normal School; Columbia University Summer School (one session); Chautauqua Summer School) three sessions).

- Ruth B. Aten English; Girls Advisor
Wisconsin two years; University of Chicago, Ph. B.
- Ballard L. Bowen Science
New York State College for Teachers B.S.; M.A.
Columbia Summer School (one session).
- Ellen C. Carey Algebra
Graduate Oneonta Normal School; Columbia University
Summer School (one session).
- M. Sophia Fuller Latin
New York State College for Teachers B.A.; Pd. B.
- Mabel B. Hall French
Mt. Holyoke, B.A.; New York State College for Teachers,
Pd. B; Special work in Paris and Tours.
- Ethelyn E. Morse Mathematics
Graduate Oneonta Normal School; Wellesley B.A.
- Lillian M. Reichard English
New York State College for Teachers, B.A.
- Allen N. Roberts Science
Graduate Potsdam Normal School; Cornell Summer School
(two sessions).
- Dorris I. Stiles History, English
Graduate Potsdam Normal School; Columbia Summer School
(two sessions).
- Julie T. Walling History
Graduate Potsdam Normal School; New York University
(one year); Columbia Summer School (one session).

MODEL SCHOOL

- Mabel J. Cousins Principal
Graduate Potsdam Normal School.
- Jessie Auchmoody Model Teacher
Graduate Westfield Normal School; Columbia University
Summer School (one session)
- Mrs. Rose T. Barnett Model Teacher
Graduate Potsdam Normal School; Columbia University
Summer School (one session).

- Clara L. Clark..... Model Teacher
Graduate Potsdam Normal School; Oswego Normal School.
- Rose W. Eastman..... Model Teacher
Graduate Potsdam Normal School; Columbia University
Summer School (one session).
- Ethel M. French..... Model Teacher
Graduate Potsdam Normal School; Columbia University
Summer School (one session).
- Grace M. French..... Model Teacher
Graduate Potsdam Normal School; Columbia University
Summer School (one session).
- Hilda Morse..... Model Teacher
Graduate Cortland Normal School.
- Mrs. Bernice R. Van Housen..... Model Teacher
Graduate special music course Geneseo Normal School;
Graduate Geneseo Normal School; Columbia Summer
School (one session); Chautauqua Summer School (four
sessions).
- Agnes L. Warwick..... Secretary
- Gretchen Contryman..... Office Assistant
- John Foster..... Engineer
- Dr. R. J. Reynolds..... School Physician



GENERAL INFORMATION

LOCATION

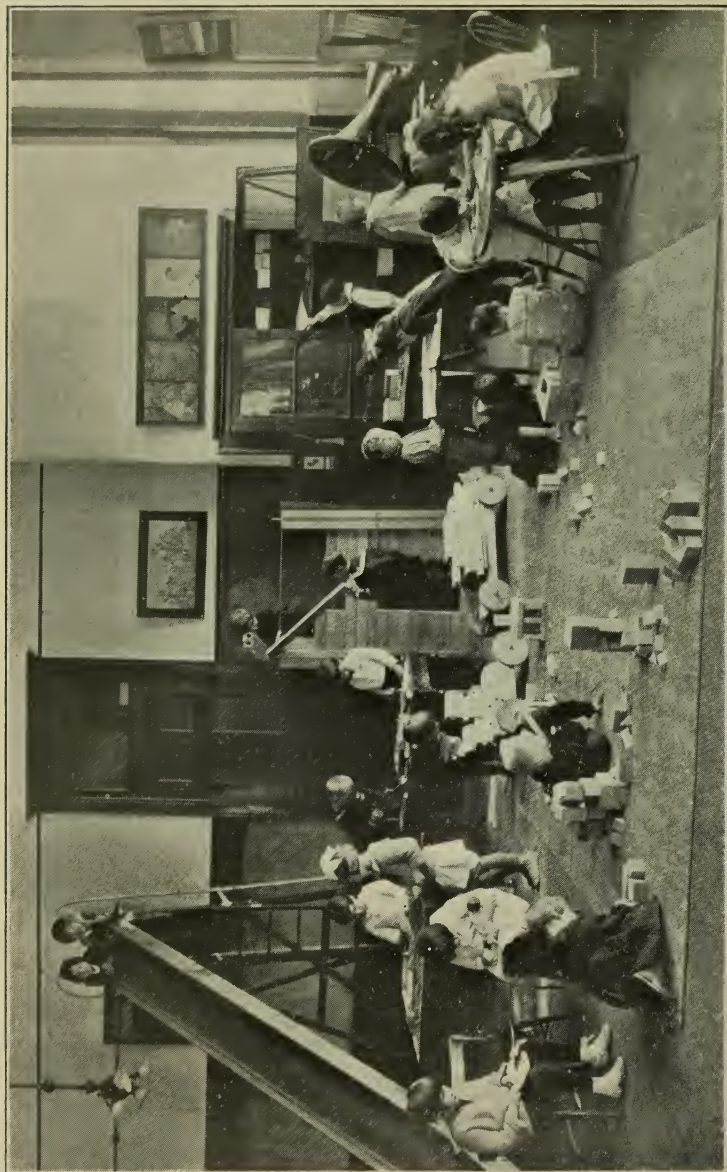
Potsdam, the site of the Potsdam State Normal School, is an attractive village of beautiful homes and broad streets shaded by elm trees: it has about five thousand inhabitants, and is located in St. Lawrence County near the north-western foot-hills of the Adirondack Mountains. It is reached by a branch of the New York Central Railroad, and by excellent state roads which lead in all directions to the mountains, to the St. Lawrence River and to the villages and cities of northern New York. There are located in Potsdam not only the Normal School, but also the Crane Normal Institute of Music, the Hawthorne Piano Forte School and the Clarkson College of Technology. The quiet but beautiful environment, and the interest and respect for schools characteristic of the community, make Potsdam an ideal school town.

BUILDING AND EQUIPMENT

Potsdam Normal School occupies a large building the greater part of which is of new construction. Exclusive of the offices, of the large auditorium, and of the gymnasium with adjoining rooms, the building contains seventy rooms used for purposes of instruction. It is attractive and spacious, and exemplifies the best thought in school architecture. The equipment throughout is in keeping with the building. A special feature is the large organ, one of the largest in Northern New York, which is installed in the auditorium. The old wing of the building has been thoroughly remodeled, renovated and newly equipped. The three village schools of Potsdam are organized as part of the Normal School and their teachers are members of the Normal faculty. The Normal Department, Practice School and High School are located in the main building; the Model Schools are in the grade buildings.

FUNCTION

The purpose of the Potsdam Normal School is to prepare teachers for the elementary schools of the State. In addition to preparing teachers for instruction in the grades and kindergarten, the School maintains an unusually thorough and successful course for the preparation of public school music teachers.



FREE ACTIVITY PERIOD

Three Kindergartens are maintained for model and practice teaching.

ADMISSION

To secure admission to any of the courses the candidate (1) must have completed a four year high school course approved by the State Education Department (2) must be recommended by the district superintendent of schools or the village or city superintendent of schools in whose jurisdiction he resides (3) must be at least sixteen years of age.

A student who has graduated from a training class and taught successfully for one year, may if he possesses the necessary aptitude for study, complete the course in two years.

Candidates, 21 years of age, who have had two years of high school work or its equivalent, and in addition thereto have taught two years will be admitted to the Normal School with the understanding that they must complete the minimum high school course in addition to the professional course before they shall be graduated. The Potsdam Normal School maintains a high school department and offers instruction in high school subjects,

All candidates for entrance are required to sign the following agreement : "In consideration of receiving free tuition at a State Normal School I hereby obligate myself to teach in the schools of the State of New York".

TUITION

There is no charge for tuition to residents of the State of New York. Students from outside the State are required by law to pay tuition of twenty dollars per half year.

DEMAND FOR TEACHERS

There has never been so great a demand for teachers as during the last two or three years. The salaries paid during this period have been much larger than in preceding years. Although the upward trend in teacher's salaries has probably reached its highest point for the present, there is no reason to expect any decrease in the average salaries now paid. The reason for this substantial increase is fundamentally a growing realization throughout the country of the need of better schools and better teaching. There is, too, a general awakening to the fact that school officials must compete with industrial and commercial employers if they are to secure satisfactory teachers. The present is an opportune time for beginning a Normal School course.

While the school does not guarantee to secure positions for all of its graduates, no competent teacher need be without a position. The

average salary of the members of the class of 1920 was approximately \$1051.00, the average salary of the members of the class of 1921 was about \$1150. Students with successful teaching experience before the completion of their Normal course received higher salaries than those mentioned. The men in the 1921 graduating class received an average of nearly \$1500.

LIVING ACCOMMODATIONS

The students live in various homes of the town which are registered with the school and form the approved list. The matrons in these homes co-operate with the school authorities in giving the students a congenial home life and in governing their social interests. Prospective students are required to make arrangements for rooms through the office, so that no confusion may result from renting rooms not on the approved list. This is done in the interest of the students and of the town people who register with the school. A list of approved boarding and rooming places will be mailed upon request.

Rooms range in price from \$1.50 to \$3.00 a week, depending upon whether one or two students occupy a room. Board may be obtained for from \$6.00 to \$7.00 a week. There is a limited number of houses which offer both room and board. Students who wish to board themselves can arrange to do so, but it is not advised. There is also some opportunity to place students in homes where they may help with house work in return for board and room.



A GYMNASIUM CLASS

ORGANIZATION AND COURSE OF STUDY

ORGANIZATION

The Potsdam Normal and Training School includes four departments, as follows:

The Normal department for the training of students in the theory of teaching and in the science of education.

The Practice School consisting of kindergarten, primary, intermediate and junior high school departments, where students are trained in the art of teaching.

Model Schools in which opportunity is given for the required observation of teaching.

The High School.

SUMMER SCHOOL

A Summer School of six weeks is an established part of the work of the School. Nearly all courses offered during the regular school year may be pursued at the Summer School. There is, however, no opportunity for practice teaching during the summer session. In general the successful completion of the work of one summer session gives credit equivalent to that earned in one-fourth of a school year. Students may complete a considerable part of the three year Normal course at summer sessions. A special Summer School Bulletin is printed each spring and will be mailed upon request.

COURSES OF STUDY

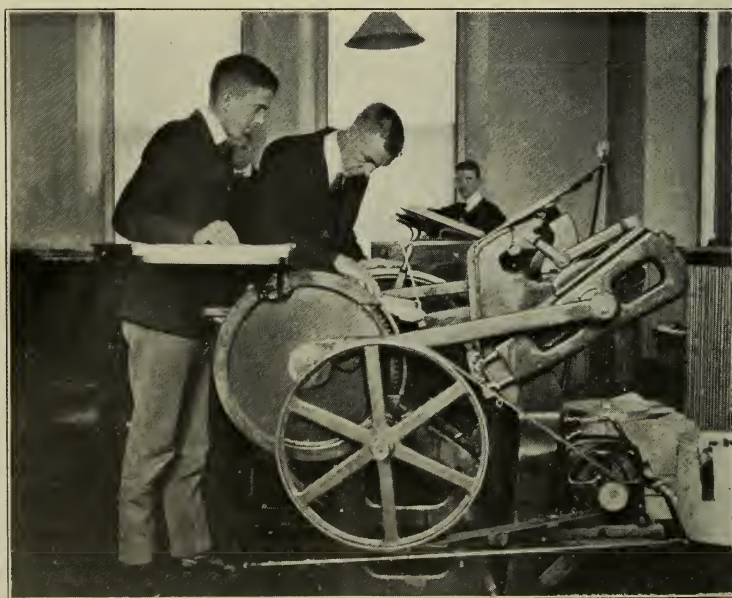
Two courses of study are offered, the **ELEMENTARY TEACHERS COURSE** including what has been called in the past the Kindergarten-Primary Course, and the **SPECIAL MUSIC COURSE**.

A new curriculum, new courses of study, and new regulations regarding the issuance of diplomas become effective with the class entering in September, 1922. The new curriculum and outlines of the contents of the subjects included in the curriculum, may be found in the following pages. All courses of study will, hereafter, be three years in length. *However, upon the completion of the first two years of any course, the student will receive a credential which will permit him to teach three years, or perhaps longer, before the third year's work is completed.*

All students taking the **ELEMENTARY TEACHERS COURSE**, pursue the same fundamental subjects during the first year, and make special



A CLASS IN DOMESTIC SCIENCE.



THE PRESS ON WHICH THIS CATALOGUE WAS PRINTED

Courses in Manual Training and Printing may be Elected by Those Interested.

preparation during the second and third years to teach in the kindergarten and the first three grades, *or* in grades four, five and six, *or* in grades seven, eight and nine. The diploma received upon the completion of the course is a life license to teach in the kindergarten or in any grade of any elementary school in the State.

The SPECIAL MUSIC COURSE is planned to meet the needs of the smaller schools where the instruction in music does not require the full time of the teacher, and schools in which departmental teachers are employed. This is a three year course leading to a regular Normal diploma, but one in which the student majors in music by making substitutions which result in an average of two periods of music per day, throughout the course. Graduates of this course secure positions as departmental teachers of music or of music and some other subject, or as assistants to music supervisors, or have charge of music in small schools. A list of the subjects included in this course, and an outline of the content of each of these subjects will be found in the following pages, at the end of the outlines of subjects included in the normal course.

Candidates who have the necessary proficiency are permitted to take additional work in drawing, in connection with the special music course. There is a steady demand for teachers who are able to give instruction in music and drawing and at the same time do some regular grade teaching.

PRINCIPLES OF ORGANIZATION OF COURSES

The Elementary Teachers Course and the Special Music Course include (1) the study of the principles of education, of methods in elementary school subjects and of background courses designed to broaden the student's general knowledge of the subjects he is to teach, (2) the observation of model teaching, and (3) the application in the Practice School of the principles studied in the Normal class rooms and observed in the model classes. The psychology taught in the first year is the nucleus of the work of the three years.

The effectiveness of the Normal training is measured by the efficiency shown in practice teaching. The practice teaching is second in importance to no other part of the course. In the Practice School are tested the practical values of the principles and methods presented in the Normal class rooms. The work required of student teachers in the Practice School embraces class instruction, supervision of study periods, class organization and discipline under the immediate oversight of skilled supervisors. This experience reveals the elements of strength and weakness in each student-teacher and makes possible the correction of faults and the establishment and strengthening of good qualities.

CURRICULUM AND OUTLINES OF SUBJECTS STUDIED

Indicated periods refer to clock hours.

Courses for kindergarten-primary, intermediate and grammar divisions are identical for the first year; differentiation begins the second year.

First Semester

Essentials of English I.	3
Health education	2
Arithmetic	4
European History	3
Introduction to teaching	2
Drawing	3
Music	2
Observation	1
	<u>20</u>

Second Semester

Essentials of English II.	3
Health education	2
General Geography	3
Penmanship	2
Music	3
Psychology	3
English literature	3
Observation	1
	<u>20</u>

Third Semester

Kindergarten-Primary

1, 2, 3

Intermediate

4, 5, 6

Grammar (Jr. H. S.)

7, 8, 9

Primary reading	3	Drawing	3	Drawing	3
Health education	3	Health education	3	Health education	3
Kindergarten theory	3	Geography	3	Geography	3
Music	2	Music	2	Music	2
Nature study	2	Nature study and element-	3	Nature study and element-	3
Handwork	4	ary science	3	ary science	3
Technic of teaching		History	3	History	3
(school economy) and		Technic of teaching (school	3	Technic of teaching (school	3
observation	3	economy) and observation	3	economy) and observation	3
	<u>20</u>		<u>20</u>		<u>20</u>

Fourth Semester

Tests and scales	2	Tests and scales	2	Tests and scales	2
Sociology	2	Sociology	2	Sociology	2
History of education	3	History of Education	3	History of education	3
Kindergarten theory	3	Music appreciation	2	Music appreciation	2
Music appreciation	2	Physical training and		Physical training and	
Industrial arts (handwork)	3	games	3	games	3
Participation	3	Industrial arts (handwork)	3	Participation	3
Health	2	Participation	3	Health	2
		Health	2	Elec. & J. H. S. field	3
	<u>20</u>		<u>20</u>		<u>20</u>

Fifth Semester

Library	2	Library	2	Library	2
Specialized psychology	3	Specialized psychology	3	Specialized psychology	3
Songs and games for children	3	Reading methods	3	(adolescent)	3
Reading and methods	3	Participation	5	Economics	3
Participation	3	Conference	1	Participation	5
Conference	5	*Elective	6	Conference	1
*Elective	1			*Elective	6
	3				
	<u>20</u>		<u>20</u>		<u>20</u>

* Electives: Music—3, Drawing—3, Literature—3, History—3, Geography—3 Mathematics—3.

Sixth Semester

Observation and practice teaching	10	Observation and practice teaching	10	Observation and practice teaching	10
Children's literature	3	Principles of education	3	Junior high school	3
Conferences	2	Conferences	10	English	3
Principles of education	3	Penmanship	2	Conferences	2
Handwork	2	Reading and juvenile literature	3	Principles of education	3
	<u>20</u>		<u>20</u>	Penmanship	2
					<u>20</u>

EDUCATION

INTRODUCTION TO TEACHING — SEMESTER 1

To provide a "guidance" function by furnishing such information as will enable the student to select a specific curriculum at the end of the first year. Teaching as a profession, its needs, personal requirements, attractions of profession and its importance. Various types of teaching service and discussion of specific problems arising in the grades with the qualifications necessary to meet them. Occasional visits to certain grades of practice school.

PSYCHOLOGY — SEMESTER 2

An elementary course in psychology. Child psychology to the age of adolescence or a basic course to the science of teaching, aiming to prepare the way for the work in observation and practice teaching. Topics suggested are: (a) instinctive tendencies, (b) habit formation, (c) memory, association and economy of learning, (d) the thought processes, (e) the laws of learning, (f) the technic of study, (g) the extent and causes of individual differences among children and use of intelligence tests in determining them, (h) treatment of exceptional children.

TECHNIC OF TEACHING (SCHOOL ECONOMY) — SEMESTER 3

A course to give practical application through observation accompanying it to such topics as: objectives in teaching, selection and organization of subject matter, types of lessons, the recitation, the assignment, the question, what constitutes a successful recitation, the socialized recitation, the project and problem method, teaching children how to study, supervised and independent study, lesson plans, programs, practical use of tests and scales to determine progress, problems in discipline, motivation of school work.

HISTORY OF AMERICAN EDUCATION — SEMESTER 4

European background and influences considered only incidentally to assist understanding of American education as developed through colonial and early national periods; half century struggle to establish educational and industrial changes; major emphasis given to such current developments as vocational education, education of defectives, university extension, standard tests, "project" idea, the Gary plan, county unit consolidation and others.

EDUCATIONAL TESTS AND SCALES — SEMESTER 4

A brief course which aims to familiarize the classroom teacher with the "measuring" movement in education. Sufficient acquaintance with the fundamental statistical terms and methods will be given to enable students to read the literature of this field intelligently. Evaluation of tests and scales, contact with some of the most important ones, and some experience in tests will be provided. How to measure the results of teaching and thereby diagnose difficulties and improve classroom instruction will be the chief outcome sought in this course.

SOCIOLOGY — SEMESTER 4

The aim of this course is to make a study of the business of living. The question which the subject seeks to answer is, "What is society?"

In general, consideration should be given to the origin of society, its development, structure and functions, and a systematic survey should be made of social processes and the reciprocal relations between individuals.

Some of the specific topics for study are the origin, historical development and problems of the family; the function of the family in its relation to population and the social organism; phenomena of associated human life; present-day social problems, and guiding principles toward their solution.

The development of the social impulses of pupils should be studied with a view to point the way by which they may cooperate and live together in peace and harmony. The ethics of the teacher's position and work should have specific emphasis.

PRINCIPLES OF EDUCATION — SEMESTER 6

An integrating course which should aim to bring together and interpret the details of educational theory and practice represented by the preliminary courses, and to leave with the student a unified body of educational doctrine. The genetic method should be emphasized wherever it will illuminate present tendencies or practices, thus familiarizing the student with the more important names and movements in the history of education. The course should involve a discussion of such topics as: the definition of education, the aims of education, the development of various conceptions of educational values, and the genesis and present status of certain controverted questions of educational theory (such, for example, as the doctrine of interest, the relation of liberal to vocational education, the doctrine of formal discipline, etc.)

HEALTH EDUCATION

A physical examination should be required as the first step in health education. Remediable defects and abnormalities should be corrected before graduation.

Teachers should be required to practice reasonable health habits during training.

The purpose of this course is to prepare teachers to take an intelligent and active part in health education programs.

COURSE OF STUDY. Theoretical work and practical work in the gymnasium.

First year

Semester 1 — General, personal and community hygiene; some instruction in anatomy and physiology is included; formal gymnastics, marching tactics, corrective gymnastics.

Semester 2 — School hygiene; cause, transmission and prevention of communicable disease; first aid; home care of the sick.

Progression in gymnasium work of semester 1 and folk dancing.

Second year

Semester 3 — Defects of school children; nutrition from the health standpoint, including the hygiene of digestion; oral hygiene. Natural gymnastics, corrective gymnastics, setting-up drills; playground organization.

Semester 4 — Administration of health education programs from the teacher's standpoint, including medical inspection laws and systems; health laws; child labor laws; methods in teaching hygiene. Playground administration; games; setting-up drills.

Methods in theoretical work and in the gymnasium should be taught progressively throughout each semester.

In addition to the above work in practical health education, five hours a week of recreation outside of school hours is suggested, two of which shall be supervised sports.

ENGLISH

ESSENTIALS OF ENGLISH I AND II.

This course should include the following types of work to be divided between the first and second semesters as seems best:

a Thorough review of fundamentals of English grammar with special attention to sentence structure, syntax and common errors.

b Cultivation of good reading and effective address. Exercises to develop good tone, enunciation, articulation; study of phonetics and diacritical markings to secure accurate pronunciation. Definite standards of spoken English required and correlation with school dramatics encouraged.

c Thorough study and practise of composition oral and written. Power to collect material, organize ideas and effectively express them. Frequent themes required with class criticism and personal conferences. Measurements of results through standard tests in composition. Requirements in composition in elementary syllabus by grades analyzed and studied.

Language methods for grades 1 to 6, including story-telling, reproduction, dramatization, picture-study, speech correction, language games, etc., are to be taken up in this course. In connection with this work it will be necessary to touch upon literature sufficiently to show its place in language work; full appreciative treatment will be included in other courses.



CHORUS OF OPERETTA "LOTOWANA"

"Lotowana" was written and set to music, the costumes were prepared, and the scenery was built and painted in the School.



MR. CRAM AT THE ORGAN

ENGLISH LITERATURE (GENERAL) — SEMESTER 2

The purpose of this course is cultural rather than professional. A maximum of appreciative reading of works chosen because of both literary excellence and importance in the history of literature. This course should correspond to the general course in literature given in many colleges. Contemporary literature should receive some attention. A brief survey of the history of literature may be developed in connection with the reading.

PRIMARY READING — SEMESTER 3

Aims of course to acquaint students with problems that confront the teacher in the beginnings of reading and to formulate methods. Place and value of phonics. Teaching of oral reading, silent reading, and cultivation of right habits of reading. Devices to secure rapidity of word recognition. Psychology of the reading process. Measurement of reading by use of standard tests.

READING AND JUVENILE LITERATURE — SEMESTER 6

A brief survey of the topics covered in primary reading with special emphasis placed upon the mastery of thought. Training in right habits of silent reading emphasized. Juvenile literature, prose and verse, appropriate for intermediate grades as suggested in the state Syllabus for Elementary Schools. Principles underlying methods of treatment considered.

CHILDREN'S LITERATURE — SEMESTER 6

The collection and study of literature in verse and prose suited to the interests and needs of primary children. Various types of stories studied and practice in the art of story-telling encouraged. Best translations and adaptations of classic masterpieces reviewed. Poetry for children recommended and studied. The teacher should know well a few stories and poems suitable to each grade. Selections mentioned in the state Syllabus for Elementary Schools should be stressed.

JUNIOR HIGH SCHOOL ENGLISH — SEMESTER 6

A study of the field of literature recommended for early adolescence with special reference to the state elementary and secondary English syllabuses. Emphasis upon wide general reading and upon effective silent reading continued. Composition methods appropriate to the widening interests of junior high school pupils should be formulated.

HISTORY

MODERN EUROPEAN HISTORY — SEMESTER 1

Medieval types of life: castle, manor, monastery, town with the trade and exchange of ideas resulting from the Crusades and Renaissance as a basis for the study of modern European history; an analysis of Europe at the end of the French Revolution; the reaction of England and the continental nations to the extreme individualism of the revolution; the effect of the Napoleonic era; the readjustment by the Congress of Vienna; the final modification of the revolutionary principles in the expanding nationalism of Europe; the different political growths in the various nations after the revolution; the commercial and industrial conflicts coincident with the political development; the problems which have arisen as a result of the racial, linguistic and geographical differences of the European peoples. The present conditions in Europe which have come about as an aftermath of the World War.

AMERICAN HISTORY — SEMESTER 3

The European background of American history, including the settlement of the colonies and colonial development is briefly reviewed; geographical factors which have influenced American history with special reference to the differences between the North and the South; the Declaration of Independence and the Revolution as preparatory steps toward nationalism; the growth of American institutions with an intensive study of the topics stressed in the Syllabus for Secondary Schools; consideration of our present-day problems from a historical point of view, such as the United States as a world power, immigration and methods of Americanization, the relation of capital, labor and the public, our present tendencies toward a stronger nationalism; a study of local history, community civics, observance of holidays, American biographies, the use of materials such as maps, slides, outlines, pictures, supplementary reading and the elementary syllabus; methods which show types of lessons, the nature of history assignment reviews, the adaptation of work to various grades and the correlation of English and geography with history.

ARITHMETIC

Intensive study of the essentials in the subject matter of arithmetic as outlined in the state syllabus, with topics selected from the standpoint of individual and community needs; development of number concepts with approved devices for the recognition of number facts and drill in the same; the underlying principles of fractions; denominate numbers; percentage; type problems chosen from the practical arts and actual business practice; emphasis upon the analysis of problems, clarity of expression, lesson plans and the most effective methods of presentation; standard tests and the interpretation of their results.

ELECTIVE COURSE

The applications of arithmetic in commercial, industrial and community life with further drill in analysis and in oral and written questioning; the fundamentals of algebra and simple problems in geometry.

NATURE STUDY

NATURE STUDY — SEMESTER 3

Nature study includes such forms of elementary science in the grades not covered by geography as children can assimilate, and correlates with geography and re-enforces it at every step. Methods classes are shown that the purpose of nature study is to bring the pupil into a broad sympathy with the natural world, and to cultivate humaneness. The material for study is drawn from the sources at hand, and is presented from the point of view of field and laboratory. Field trips, therefore, constitute a part of the work. Classes are shown that the subject matter presented to children will depend largely on what is available in the vicinity, and for this reason courses may be varied somewhat to suit existing conditions. Teachers in training, therefore, learn to depend on their own resources for securing the material to be used in instruction. Considerable attention is given to the collection and suitable display of specimens to be studied. The course leads students to see that important aims of nature study are to make children inquirers into facts of nature and to develop the patience necessary to secure, through personal investigation, the information desired.

DRAWING 1

First year — Semester 1

This course is required of all students.

This is a fundamental course designed to acquaint the student with the subject as a whole. The subject matter is based on work given in the public school course of study and includes instruction in representation, design, lettering, composition and color harmony in their application to the home, dress, school and community interests. With this should go a study of the industries which depend largely on art for their excellence, particularly those industries which provide food, shelter and clothing, the greatest needs of man. The construction or handwork should be based directly on this subject matter either to clarify it, or to illustrate some well defined industrial process.

The following suggestions are made for the course:

Representation: Story illustration by drawing, paper cutting and tearing. Nature and object drawing. *Design:* Design principles, proportion, rhythm and balance and their application to construction problems in clay, paper, cardboard, and wood; weaving, sewing. Lettering, cut and drawn alphabets, labels and notices. Poster design. *Color:* The spectrum colors, hue, value, chroma, color schemes from nature, collections and color harmonies. *Construction:* Typical problems should be given, based on the study of the industries, and illustrating some process by which natural materials are transformed into commodities for the use of man. Since only a small number of projects may be considered in the time allowed, those chosen should be representative of the industry under discussion.

Art appreciation should be included in every drawing lesson through class criticism, by which judgment is developed.

DRAWING 2

Second year — Semester 3

Such differentiation should be made in this course for the kindergarten-primary, intermediate and grammar groups as the course of study requires. The work should consist largely of intensified study of the work of the grades chosen. Greater excellence of idea and technic should be expected in all projects.

Representation : Composition of nature forms in given spaces; circular, parallel and angular perspective; grouping of objects; pencil and water color technic; elementary figure drawing. *Design:* More advanced study of the principles of composition, problems involving space division, use of nature material for design units, designs for special days and festivals, lettering and commercial design, use of lettering pens, development of monograms. *Color:* Color harmonies, complementary, analogous and monochromatic, color analysis, discussion of color theories, design and color in relation to dress and house furnishings; methods of teaching art appreciation through such problems.

Construction : The study of the industries most important to man should be continued, illustrated by projects in drawing and construction. The following topics are suggested for subject matter: (1) the value of the industry to man; how we are affected by it; (2) the evolution of the industry, its story, its heroes of invention; (3) characteristics of the product, what constitutes excellence; (4)



materials employed, source of supply; (5) processes involved; (6) tools used; (7) healthfulness; (8) hours and wages, the training of the workers; (9) references to the industry found in literature; (10) the part played by drawing and design; (11) the industry as depicted in art. The industries producing food, shelter, clothing, art products and records, utensils, tools and machines, light, heat and power are suggested for study.

DRAWING 3 (elective)

Third year — Semester 5

Elective course in advanced drawing. Requirements: first and second year drawing or their equivalent.

This course is devoted largely to advanced drawing, which will give students the ability and confidence which will enable them to draw easily before their classes.

Representation: Nature and object drawing in pastels, charcoal and water color, figure sketching for use in illustration and posters. *Design:* Design and color in relation to costume design and interior decoration. The student is allowed the choice of some craft, as metal, leather, weaving or pottery, and should design and carry through some problem which may be finished with a high degree of excellence. The students should also contribute largely to the school needs in the way of posters, charts, designs for festivals and pageants, and covers for school publications.

DRAWING 4 (elective)

The work should be of college grade

Suggested elective course in art appreciation 20 periods or 40 hours.

History of art and architecture: elements of beauty, line, dark and light color; relation between architecture, sculpture and painting; development of modern architecture; brief history of painting and sculpture.

Picture study: choice of pictures for the grades and methods of teaching.

Fine design and workmanship in the crafts: textiles, pottery, metal work, woodwork.

The lantern should be used in this course, together with collections of photographs and reference books. Art galleries and museums should be visited when possible, and traveling exhibitions may be secured for the school.

GEOGRAPHY

GEOGRAPHY — SEMESTER 2

A general course presented on a collegiate level to give to prospective teachers a body of geographical facts so well organized in the mind of the teacher that these facts may be instantly available when needed. Such facts and principles will include some in the field of mathematical geography, others in the field of physical geography or phytogeography and a far greater number in the fields of economic and political geography with their relations to each other duly established. For

example, such geographic influences under physiography as position, form, size, relief, climate and drainage may be taught, provided they are made to bear upon man and his life and work. Not the mere physical facts but their human bearing must concern us. A series of examples or "problems" may best develop the significance of such influences. Such a broad course can not ignore the fact that native or racial genius, religious belief, national and international alliances and hatreds have great influence in determining the economic and industrial life of peoples. International relations, the outgrowth of geographic conditions, should be better understood than at the outbreak of the war in 1914.

GEOGRAPHY (METHOD) — SEMESTER 3

A study of teaching practice (or method) in the presentation of this subject in the grades. This includes enough of the development of geographic knowledge to explain the origin of the so-called methods of past and present — journey method, topical method, type-study method, problem and project method. The valuable features and limitations of each are presented. A study of the material available to the teacher is made — text books, maps, illustrations, graphs, slides and product materials. Some attention to regional geography with field trips is included and there is an intensive consideration of New York State geography as recommended in the state syllabus.

MUSIC

All students are examined upon entrance, and such as are unable to sing familiar songs, or imitate songs sung to them, as well as those unable to read the simplest melodies, are assigned to a special class for intensive instruction. A daily period of such instruction is given for a term of twenty weeks. The work of this class consists of ear and voice training, song singing and the fundamentals of music reading.

First year

The work of the two semesters includes the followings:

MUSIC READING

Ability to read at sight material found in such books as the Congdon Primers; Hollis Dann course, second, third and fourth books; Progressive, books 1 and 2; Harmonic Course, Primer and Book 1; New Educational Series, Primary Melodies and book 1.

EAR TRAINING

Recognition of major and minor scales, major and minor tonic chords in all positions, consecutive thirds, modulation to the dominant subdominant, relative and tonic minor keys, familiar songs, period, phrase, two and three part forms, authentic, plagal cadence and semicadences. No theoretical study here, except the use of the terms given above as applied to music which the pupils hear.

NOTATION AND TERMINOLOGY

Notes, rests, measure and measure signatures, staff, clefs, major scales, dynamic signs, signs of expression as found in readers used, terms expressing power, tempo, style; use of accidentals, writing of all forms of minor scale, syncopation, couplet, triplet etc.

SONGS

Memorizing the two patriotic songs in most common use, five familiar community songs, ten children's songs suitable for primary grades, study of two-part songs especially adapted to the needs of fifth and six grades.

Second year — Semester 3

METHODS

1 Fundamental principles of teaching applied to the teaching of music. Types of lessons studied and illustrated by actual lessons presented to the class, or taught to children and observed by the class. These lessons include songs taught by imitation, lessons in music reading with ear training, lessons in musical notation. The textbooks used in giving these lessons are in the hands of the pupils for every-day practice.

2 Practice in writing melodies to illustrate various problems in music reading. The use of various signs in these melodies familiarize students with their practical import.

3 The class is furnished with graded lists of songs, and song books suited to the various types of work done in the schools. Pitch pipes, staff markers and other material are recommended.

4 Observation and practice teaching.

MUSIC APPRECIATION

This course includes a brief study of the lives and works of the Masters; conventional forms of composition; demonstration with piano with vocal music and with records; study of standard operas and symphonies; attendance when possible upon concerts and recitals.

OBSERVATION AND PARTICIPATION

A student-teacher is assigned to responsible practice teaching only after having had opportunity to observe and study good teaching.

Observation is closely articulated with the subject matter and methods courses, and is made the link between theory and practice. In connection with observation there is ample discussion and the student-teachers are required to do appropriate reference reading and to prepare occasional lesson plans; also the student-teachers are called upon occasionally to teach a class under the direction of the critic in charge of the class. By this procedure the ability of the student-teacher to do independent teaching can be determined.

When the student-teacher begins independent teaching, lesson plans are required for every exercise. These plans are carefully revised by the supervisor and constructive criticism made. In practice teaching the student-teacher is thrown on his own resources as much as possible. At stated times the supervisor meets the student teacher for the purpose of giving advice and criticism in the matter of discipline and other methods of schoolroom procedure, based on the actual teaching by the student-teacher.

RURAL COURSE

(Where sufficient request is made the following may be offered as a three-hour elective in the fifth semester.)

The aim of the course arises from the purpose and the nature of the work in the rural school and seeks its expression through the study of these topics: the one-room school, its physical surrounding and handicap, its beautification and its contribution to community life; the daily program of study and recreation, reducing the number of classes by combining grades, vitalizing study by home projects, and the correlation of vicinity occupations and interests; the school as a center for instruction and recreation for the whole community; the discussion of migration to the city, the co-operation of all for better conditions of living, including the need of scientific agriculture, good roads and markets; the rural school as affected by supervision, consolidation, transportation and other agencies of general or local nature, together with a study of the distinctive characteristics of rural life.

PENMANSHIP

The prospective elementary teacher is trained to acquire two outstanding qualifications: first, the ability to write a good hand herself, one that combines legibility, ease and speed; second, a knowledge of how to teach penmanship to children. Poor writing in school is due largely to an inefficient method of procedure.

The teacher is trained to recognize ideals and limitations, especially for the grade or grades in which she is to work. She should know what can be reasonably expected. Along with the knowledge of how much to expect goes the ability to judge good work and to bring about improvement through constructive criticism.

Special attention is given to the habit of correct posture. The teacher is trained to realize that the best results in penmanship can not be attained unless the principles taught are applied in every written exercise. Nothing but the best written work of which the pupil is capable should be accepted in the ordinary routine of school work.

LIBRARY METHODS

Outlines of Lessons

Use of the library

Arrangement of books in our library. Location of special collections, library tools, children's books, etc. Regulations—charging books, fines, library etiquette, etc. Use of the card catalog.

The book

Study of printed parts. Title page, preface, table of contents, illustrations and maps, text, appendix, bibliographies, index. (Emphasis on the use of table of contents and the index.)

Reference books (general)

Dictionary. What it contains. How to use it as a reference book. Arrangement. Abbreviations etc.

Encyclopedias. When and how to use them. Comparison of most important ones.

Yearbooks. Handbooks.

Reference books (special subjects)

Statistics and social questions; useful arts; fine arts; literature; debates; geography; atlas; biography; history.

Picture collection and clippings file. Sources of material How to arrange and mount.

Magazines. Study of types of magazines. How to use the Readers' Guide, and Pool's Index.

School library aids from United States Government; which are important; which may be obtained free; aids from State Education Department; aids from the public library.

Book selection for schools and teachers.

Principles

Lists

Teaching the use of the library in the eight grades.

SPECIAL MUSIC COURSE

SIGHT SINGING AND EAR TRAINING

The purposes of this course are, (1) to give the student-teacher skill in reading, (2) to apply the instruction in music methods and (3) to familiarize students with the various music books now in general use in the public schools.

NOTATION

Notation includes the writing of the major, minor and chromatic scales, use of accidentals, writing various forms of rhythm including all notes and rests and the use of signs most commonly found in music.

MELODY WRITING

Melody writing is studied to enable the teacher to illustrate any point of a music lesson, as a teacher of language must do in a language lesson; in other words to acquaint the teacher with the natural laws governing tone progression, so that she may write musical phrases and periods as readily as she writes English sentences.

MUSIC HISTORY

Music history receives sufficient attention to make the teacher familiar with the works of such standard and classic composers as will enable her to select wisely the music to be rendered in her school, and to arrange programs for classes in Music Appreciation. The Victrola and piano player are used to show how instruction can be carried on in schools with small musical equipment. Free organ recitals, orchestra rehearsals and concerts aid in bringing about the desired results.

CHILD SONGS

The study of songs suitable for the various grades, the selection of songs for special days, and practice in singing these songs, with a study of voice conditions from the Kindergarten to the High School, give a practical training needed by every teacher of music.

METHODS OF TEACHING

While some attention is given in each department of work to the methods of



THE SCHOOL ORCHESTRA

and procedure involved, special instruction in the best methods of teaching music in the school, forms an important part of the course of study. The methods considered are not those of any one school, but are based upon those educational principles which experience has shown to be fundamental in all teaching.

OBSERVATION AND PRACTICE TEACHING

Observation of Model Teaching, and practice in teaching in various grades in the Normal Training School, round out the course in a practical way, which only experience with actual conditions makes possible.

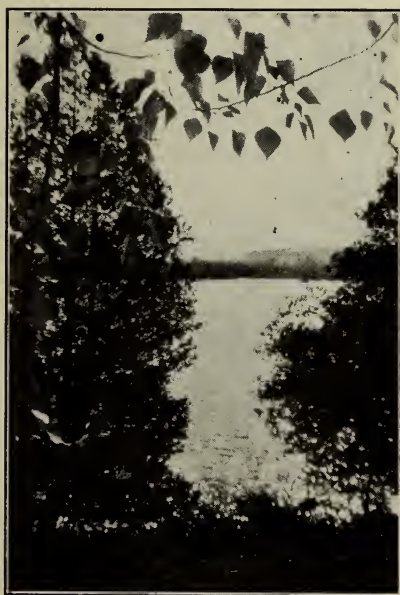
In addition to subjects regularly required in the Special Music Course, there are unusual opportunities for students to secure additional training. Private instruction which may be had from skilful teachers in the voice, piano, organ, violin or nearly any orchestral instrument, at moderate prices.

ORCHESTRA

Anyone having sufficient skill in playing any instrument found in a symphony orchestra has the opportunity to play in a large school orchestra under skilful leadership. For all students of less skill there is a second orchestra.

PRIVATE LESSONS; VOICE, VIOLIN, ORGAN, PIANO

Students may take private lessons in the voice, violin, organ, or piano under experienced and skilled instructors at moderate rates. These private lessons, however, are not required.



A GLIMPSE OF THE RIVER

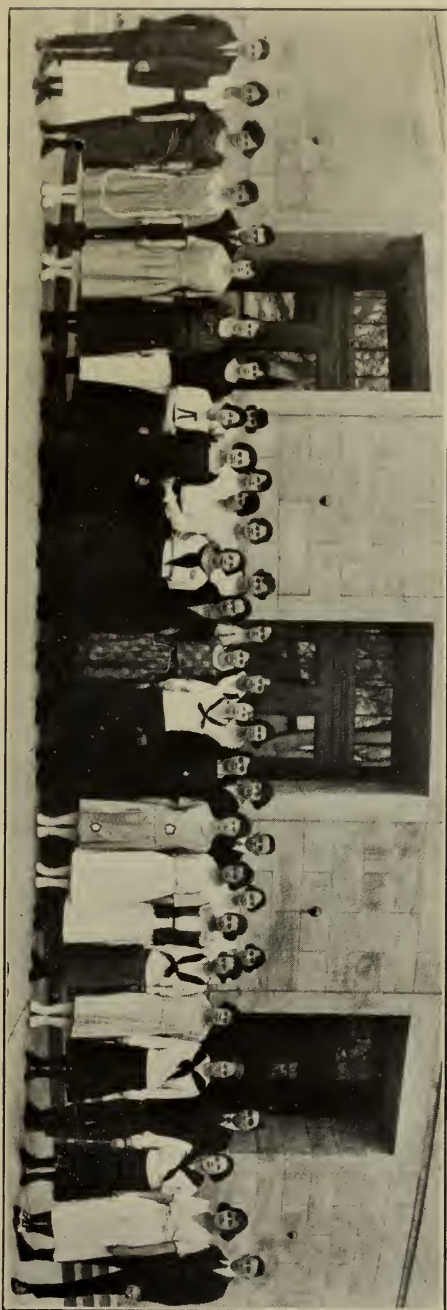
CRANE NORMAL INSTITUTE OF MUSIC

A thorough and extended course for supervisors of music is made available by the connection between the Normal School and the Crane Normal Institute of music. The Crane Institute was started to supplement the work provided by the state for the training of teachers of music in the public schools. It has become so well known that it attracts students from practically all the states of the Union, and its graduates hold prominent positions in the best schools of the country.

This school offers the best of training in voice culture and singing, in violin and pipe organ playing as well as in music history and the theory of music. Students may enter the school for a full supervisor's course or they may take advantage of any of the special lines of study, at rates far below those demanded by similar city schools of equal rank. Catalogue will be mailed upon request.



GIRLS BASKET BALL TEAM



THE DRAMATIC CLUB

SCHOOL LIFE

SOCIAL LIFE

It is the aim of the faculty to make school life in Potsdam such that it will be remembered as one of the happiest periods in the experience of those who attend the Normal. With this in view, the faculty co-operate with the student body in planning their social activities and creating a natural home-like atmosphere. It is felt that this is in reality a vital part of the school life, as the students—prospective teachers—are to go out into communities where they themselves become leaders in the life of their own schools. In addition to this more thoughtful phase of the social life, there is the belief that pure, wholesome fun makes better students.

There are certain social events which have become established parts of the school life. On the opening night of the school year, the seniors plan a Big Sister Party when the incoming students are welcomed. The Hallowe'en Masquerade, a time honored custom of the school; banquets and parties given by the classes and societies; the Saturday afternoon At Homes when the school keeps open house for all its students; Senior Day in the late spring; and finally, festivities of commencement, are among the interesting good times planned for and by the student body. These, together with opportunity for out of door sports which Potsdam's location affords, make student life attractive.

Students are favored in the associations formed through their church affiliations, where the townspeople are most cordial in their relations to students. In fact those who do not enter into church activities deprive themselves of many happy times throughout their school course.

REGULATIONS

It has been the policy of the School to allow its students the greatest freedom possible while they are in attendance, since such freedom leads to a stronger personality in the individual student. From experience, however, it has been found that there are certain regulations which are for the best interests of the members of the school.

Among these regulations the following are important:

1. Students are to spend the evenings of school days in study at their rooming places, unless special permission is granted.
2. Hours for week-end activities extend to 11:30 for informal affairs and 1 o'clock for formal functions.
3. All parties attended by students must be chaperoned.
4. Students desiring to leave town during the school term are allowed to do so only upon permission.

HEALTH EDUCATION

Health Education in the form of both physical training and class instruction in the care of the body, is given an important place in the school work at Potsdam. This work is planned with two objects in view (1) to help each student to secure and maintain the highest degree of physical vigor attainable in his case, to the end that he may secure the greatest possible returns from both his work and his play (2) to prepare students to conduct the work in physical training and health education in their own class rooms later on. Inter-class and inter-school athletics are given a prominent place in the program of Health Education. It is the purpose of the school to develop a system of outdoor winter sports suitable to the location of Potsdam.

So far as possible the physical training is by means of games which make the gymnasium work a real pleasure instead of a dull grind. Due attention is given, however, to preparation for leadership in classroom setting-up drills and in games suitable for grade children in their rooms and on the play ground. Instruction in modern phases of public school health education is also afforded in the classes of the health teacher. Here too, is the double object of safe-guarding the health of the students and of preparing them to preform the same service for the children who will later be entrusted to their instruction.

Each student upon entering the Normal School is required to have a medical examination either by the school physician or by a physician of his own selection. Where necessary, treatment is suggested or required. During the time spent at the school, students are under careful observation and are given prompt attention if there are indications of illness. The health teacher visits in their rooms students who are detained from school by illness, and makes sure that they are having proper care. Both for their own good and for the sake of their future usefulness to the State, the Normal School will not continue on its rolls students who are physically unfit to become teachers.

SCHOOL SOCIETIES

For many years there have been maintained at Potsdam four student societies formed for the purpose of developing the literary and debating ability of their members. Membership in the Alpha and Calliopean Societies is open to the Normal girls while the Francis Baconian and Delphic Societies are the boy's organizations. The societies meet weekly and from time to time hold public meetings for the purpose of showing their work. In addition to the more formal



"THE RIVALS"

programs, evenings are given over from time to time to social diversion. Graduates of the school speak in high terms of the work done in these societies.

The Dramatic Club, a more recent organization, is composed of both young men and young women. The work of this club is entirely along the line of dramatic study. Each year one or more well known plays are presented.

MUSIC A PART OF THE SCHOOL LIFE

A choral club numbering about one hundred members has been sustained by the school. Membership is attained through the completion of certain voice and sight reading requirements, but may be gained through examinations which prove one's ability to do the work undertaken by the club. At the main festival given annually there is usually performed some work like Gade's "Crusaders", Sullivan's "Golden Legend" or Gaul's "Joan of Arc". The club is accompanied by the Normal orchestra and aided by soloists of note. A club of girls and a boy's club from the High School; a club of young women from the Special Music Course, and one from the Crane Institute are always under training.

An orchestra numbering between twenty and thirty pieces is a permanent feature of the school. To this all students who play any orchestral instrument sufficiently well, are welcomed. A limited number of instruments is available for practice and use in the orchestra and they are given out to such students as desire to devote time and faithful practice to the work. Students who enter the school with sufficient skill to enable them to play in the first orchestra, receive lessons on their instruments at reduced rates. A second orchestra and sometimes a third is organized.

A teacher of violin gives both individual and class lessons. Opportunities for ensemble playing are also provided, thus enabling the pupils to gain the practice necessary for entrance to the orchestra. The rates for these lessons are such as to place them within the reach of all.

The new four manual organ has made it possible to maintain a series of organ recitals by the resident organist. These have been attended by large and enthusiastic audiences and have given the school and the public, musical advantages rarely available outside of the large cities. Instruction in pipe organ playing is available under a teacher of high rank.

The piano department is so well established that it has the dignity of a piano school in which students may pursue a four years course and from which they may be graduated as piano teachers and concert artists. For particulars write for circular of the Hawthorne Piano-Forte School.

MORNING ASSEMBLIES

The morning assemblies in the spacious auditorium constitute an interesting and inspiring introduction to the day's activities. The stirring march music of the school orchestra is no small factor in securing this result. In addition to singing and the weekly programs by students in the public-speaking classes, all departments are called upon to show something of the work they are doing. Dramatizations of literature, of history and of arithmetic by grade children, a fashion-show by students in domestic art, a chorus by the special music girls, a selection by the toy orchestra from the kindergarten, talks on current events by history methods students, are typical of the programs presented from morning to morning.

Assembled and Printed
by Students in the School Shop